

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 23

NO. 9

The Spirit of Youth



Give me the youths who have been truly awakened spiritually and I'll take my chances with them, whatever their I.Q. ratings may be.

ROGER W. BABSON, popularizer of economics, in his recent syndicated column.



MAY, 1943



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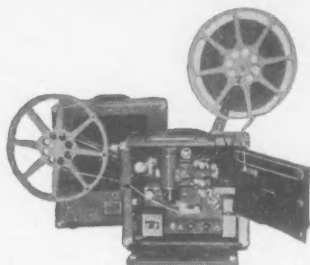
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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton



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Volume 23

MAY, 1943

Number 9

EDITORIAL

MUST LAYMEN TAKE OVER ?

THE A. T. A., while continuing to interest itself in the economic status of its members, should give more thought to those educational and professional problems which must be stressed constantly if our Association is to build wisely upon foundations already laid. The economic status of our members must ever be protected and problems of administration must receive the same careful attention that has been given them at all times in the past. Stress on professional aspects of our work has been rather intermittent to date; attention to such phases of our educational program should be continuous and persistently directed if present hopes for the future welfare of our organization are to be realized.

THE ratepayers of the Province have shown commendable interest in our Association. They have given us professional status; they have co-operated in introducing changes in curricula and in methods of administration when these have been introduced by the Government and sponsored by the teachers; they have gone on record repeatedly as favoring increased salaries and improved working conditions. It is incumbent on our Association, in turn, to do everything in our power to improve the service given the children, the parents and the public.

We are well organized to undertake a directed, integrated program of professional education. Individual and scattered groups of teachers have always interested themselves in these problems. The next advance may be made by utilizing the hierarchy of Sub-locals, Locals and Provincial Executive in organizing and introducing a unified program of study, research and supervision. Several members of the Executive are most capable of organizing and directing the suggested activities and they are interested in so doing. They will doubtless appeal for support and assistance from the members at large. We must step in enthusiastically with support.

If one were to make an inventory of miles travelled by members on A.T.A. business, of man-hours spent on meetings of all sorts, and of time spent on study of educational literature, it is probable that ninety-five per cent of the whole would be chargeable to social and economic phases of our administration and that less than five per cent would be found directed to the more strictly educational problems that surround us.

WHEN A.T.A. representatives join in discussion on examination boards, certification committees, curriculum revision committees and like bodies, they should not rely upon 'guessed' opinions of the A.T.A. body, but they should have reliable data gleaned from reports compiled by curriculum committees and study and research groups. Hundreds of teachers in this Province are quite capable of directing supervisory activities of the local staff. The unsolved problems of reading, language, mathematics and the sciences are innumerable. What evaluation instruments are available? Who can devise them better than can the teachers on-the-job? How should gradings of grade X and XI students in dramatics, art and other options be determined? We should be ashamed of present practice. Surely we can find some way of giving meaning to these gradings. Typical of many important problems that we should be worrying about now is that of rehabilitating the thousands of high school boys and girls who interrupted their schooling to join the armed forces. How is the school to be adapted to their later needs? Is leadership in this matter to come from the lay public or from our profession?

THE CANADA and Newfoundland Education Association reported very recently to the James Committee on Reconstruction that among the most pressing problems in Canadian education are these: health examinations and follow-up treatment of all children; increased grants distributed more nearly on the basis of need; better selection and more adequate preparation of teachers; aid in provision of better buildings; a complete program of practical education. Is anyone prepared to give the Government answers to the questions it may ask concerning each of these topics? We submit that if any group of persons should stand prepared to answer questions relating to edu-

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cation, that group is the teaching body. Are we ready? Might the public honor the profession with increased support and prestige when they are convinced that we are ready? Are suggestions for the improvement of education to come from the teachers or must these suggestions continue to come mainly from laymen?

FRATERNAL GREETINGS

Delivered by Mr. CARL E. BERG, Secretary of the Alberta Federation of Labor, to the Teachers' Annual Meeting at Easter

Mr. Chairman:

I want to welcome your delegates this morning, on behalf of Organized Labor of this Province and of Canada, and bring to you the fraternal greetings of my organizations.

We have watched your organization of teachers over a long period of time, with a great deal of interest. In the first place, our Federation was present at the birth of your organization and we did everything we could to be of help to you in your infancy. We have never ceased to take an interest in you because we have fully realized that your struggles and ours are identical in many ways; that insofar as we have been able to better the conditions of the mass of the workers and to raise their standard of livelihood, so we have benefited you also, and wherein you have managed to secure a little better wages and remuneration for yourselves, you have also added something to the sum total of the happiness of us all.

Organized Labor was largely responsible for the present free school system. In the early history of America trade unions were the first important groups to demand public education for all children of the nation. Labor from the very beginning of our movement has battled for equal opportunity for all children and has vigorously opposed class education. Organized Labor was largely responsible for eliminating child labor throughout the civilized world, thus releasing millions of children from

the sweat shops and placing them in the public schools where they should be, and in your care. Today education is one of the major functions of the State. The more complex or democratic society becomes the greater the need for education as a protection for democratic government. The spread of totalitarianism is accompanied by a suppression of knowledge, the complete subservience of the individual to the State. Democracy demands a diffusion of knowledge and the training of the citizen for a full and free participation in the affairs of society. Defending democracy in our opinion is as much an educational as a military task as this world struggle is between Ideals and Ideas of democracy and those of totalitarianism. The people of the democracies must be on guard against any and all attempts from without or within to sacrifice any of the values which inhere in our democratic way of life.

It is not enough to rid the world of Hitler and his associates. We must remove the economic causes that gave rise to such types. In my opinion only a robust, clear-sighted and courageously directed international movement can do this.

As you know, sooner or later the Axis powers will be decisively defeated and the world will again return to its peacetime habits. WHAT THEN will happen to the millions of workers, men and women, who will have no more tanks, guns, planes and other war equipment to make or produce? What will happen to the mil-

lions of brave warriors who will be released from the Allied Nations? Will they return to the breadlines or the queues outside of the Employment Exchanges or will they be assured of security of which our politicians and our newspapers have so glibly spoken and written? The older teachers will remember the promises made by these very people and agencies during the last war. We must not allow the same thing to happen now. We shall deserve the bitterest WRATH of the boys and girls now in the armed forces if we fail them now, if all the sufferings shall simply mean the prolongation of the old system which allowed misery, hunger and poverty to exist in the midst of plenty. The postwar we envisage must be different from the one we knew. The fear of unemployment, the penalty of poverty and sickness and old age must be banished from our midst, and our monuments to those who must fall in this greatest of wars must not be allowed to be expressed only in the Cold Stone Memorials in Market Places or Public Squares. They must be expressed in a new happiness that will fill the peoples' hearts and minds as a result of the Social Security that must be established throughout the world.

You teachers have a great responsibility ahead of you in educating the future generations. For all you know

in your classroom may be the future statesmen and leaders of our movement, as well as those of the nation. The ideas that you imprint upon their little minds will some day be the ideas and ideals that will govern our nation. You have done a very excellent job up till now. Much of the progress we have made is the result of your labor. We in the labor movement are thankful for the type of teachers your organization has helped to produce. Personally I owe a lot to the teachers and members of your organization in the education of my own children. We fully realize what lies before the teaching profession and the sacrifices that you have had to make and are making at this very moment.

We want to encourage and assist you in your work and to be of help to your organization. I can assure you that no call that you ever make upon labor will go unanswered. In bringing you the fraternal greeting of my organization this morning I know that I voice the sentiment of the entire membership of nearly a half a million Trade Unionists in Canada when I say we thank you for the noble work you have done and are doing and we will exercise all our powers to cooperate with you in every way possible throughout this and every year as your fight for higher standards for both yourselves and your pupils is as much our fight as it is yours.

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President's Column

First of all I want to thank most sincerely the Locals that honored me with the nomination for the Presidency during the recent election; also every individual who supported me and worked in my behalf. And now that we are all one party again I know that I can count upon, and that the entire Executive can count upon the undivided loyalty of every teacher in Alberta in our efforts to pilot the cause of our Association, which is at the same time the cause of education, through another stage of our journey in these troubled times.

Now for a few words about the A.T.A. I sometimes feel that we are inclined to take our Association too much for granted, to regard it as a finished and perfected thing, a *fait accompli*, as it were, about which nothing more needs to be said or done. This would be a great mistake in my opinion. As a professional organization the A.T.A. is still an infant. It has hardly started to grow at all. As an Act of the Legislature, to be sure, it exists quite perfectly on paper as a form of words. But it cannot grow as a form of words. It can grow only in the hearts of its members. Its growth can be properly expressed neither in terms of increasing membership nor of larger salaries nor of amendments to the Act, but only in terms of loyalty, devotion, respect, and love. Professional spirit takes time to mature. It cannot be created by the fiat of authority.

And so I often think we should talk more about our Association, discuss it oftener perhaps in the Locals and



DR. C. SANSOM

in the Magazine. This to the end that its functions, value, advantages, and responsibilities be kept before our minds. Also its weaknesses and dangers. It will not be an easy thing to weld our membership into a cohesive, professional group. We are not essentially a homogeneous body. In almost every respect, whether of age, salary, sex, professional training, or academic attainments, we are terribly lopsided. In the matter of geographical distribution our members are widely scattered and unevenly grouped. Even the ancient sociological distinction of city versus country, a distinction which has disturbed mankind since the dawn of history, can hardly be overlooked. Divisive tendencies along some of these lines have already appeared, even in the short period of our history. These tendencies must be checked. Structural changes in organization will no doubt have to be made from time to time to remedy structural defects as they appear. No, it will be no easy matter to make a real profession of teaching in Alberta. It will require a fine spirit of give and take,

and a broad and tolerant liberalism. Compulsory membership is not enough.

It follows that if the A.T.A. is to continue to develop in a professional sense it will do so because the inner forces of cohesion will prove themselves to be stronger in the long run than the disruptive, disintegrating tendencies so likely to be found in organizations like ours. It is now fair to ask what these cohesive, unifying forces are? What does the A.T.A. essentially stand for? What is its central function?

Tentatively, just to start the discussion as it were, I should say that the central, unifying objective of our Association is or should be the improvement of teaching. We are a teaching body. From this it follows, negatively, that our primary function is not the ultimate overthrow of established dynasties, whether social, political, economic, or ecclesiastic. Our unique responsibility is the teaching of the young. And our place, as professional men and women consecrated to this service, is primarily in the school.

Now I am aware that this may sound as old-fashioned and out-moded to some as the old saying that a woman's place is in the home. But it may still be true that as a mother a woman's proper place for the most part is in the home. What I am trying to say, however, is that just as it is the prime responsibility of the medical profession to dispense health, of the nursing profession to dispense care for the sick, of the dental profession to dispense oral hygiene, and of the legal profession to dispense justice, so it is the prime responsibility of the teaching profession to dispense scholarship, culture, and character to young people. And the school is the institutional agency at our disposal for doing this.

Does this provide a foundation broad enough for us all to stand on in a brotherhood of service and en-

deavor? I am convinced that it does. As teachers of young people a bond of fellowship can unite us all regardless of distinctions of salary, age, sex, political or religious affiliations, or what you will. We are all doing essentially the same work, interested first of all in the promotion of good teaching. It follows that as professional people no consideration directly or indirectly affecting teaching efficiency, whether it be of salaries, or school finance, or systems of taxation, or the distribution of school funds, or security of tenure, or teacher training — nothing along these and related lines can properly fall outside our purview. But the end goal of our profession is the improvement of teaching. Not benefits but service is the ultimate objective. And perhaps if the spirit of service were made a little more apparent in our public relations it would not do us any harm when it comes to questions of benefits, financial or otherwise.

It must be understood that I am not here discussing the duties and responsibilities of teachers as citizens, but only as members of a professional body. As citizens it is not apparent that teachers need to be any more restricted in their interests and activities than doctors, lawyers, and dentists are. But nothing but harm, it seems to me, can come from any attempt to make the profession of teaching the spearhead of attack on everything that might be regarded by anybody as constituting a menace to the social order. There is just one menace that it is our professional concern to meet and turn aside, and that is the menace of ignorance. On this platform we can all stand together.

Now it may be you will see what I mean when I say that we should, perhaps, give more thought to our Association. It is a wonderful thing we have to do. For about twelve years of his life almost every young person in Alberta is in our hands. Bad

as this old world is in so many ways, there is still so much of beauty to be enjoyed, so much of goodness to be admired, so much of truth to be rediscovered by every growing child. We are the purveyors of all this. And this, it seems to me, is the rock foundation on which our profession must be built.

Sincerely yours,

—C. SANSOM.

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RESOLUTIONS ADOPTED **By Annual General Meeting**

APRIL 26 - 28, 1943

RE THE A.T.A. MAGAZINE

Resolved: that the pages of The A.T.A. Magazine be open for the expression of all phases of educational opinion, rather than regarded as a medium for the promulgation of any one educational philosophy.

Resolved: that the editorial policy of The A.T.A. Magazine be less narrowly restricted to the discussion of salary questions and teacher-trustee relationships but broadened out to include discussions on educational aims and objectives and educational movements at home and abroad.

Resolved: that in the matter of departmentalizing the Magazine an attempt be made to have all the important phases of our educational effort, Division I, Division II, etc. more equally covered.

Resolved: that any material sent in to The A.T.A. Magazine for publication which contains derogatory accusations against any member of the Association shall, if admitted for publication, be first presented to the person or persons concerned, who shall be given an opportunity to reply in the same issue in which the article appears.

Resolved: that space in the Magazine be made available to candidates for Provincial Executive offices for such use for election purposes as may be determined by the Annual General Meeting.

ON INSURANCE AND HOSPITALIZATION

Whereas the rates quoted by insurance companies for group insurance and hospitalization are not calculated to appeal to the teachers.

Be It Resolved: that the scheme outlined in the report of the Insurance Committee or any other similar scheme that has been proposed by these companies should not be adopted.

Be It Resolved: that the Provincial Executive conduct a survey of the schemes of group insurance and hospitalization operated by the teachers' associations of other provinces with a view to suggesting a plan suitable to the Alberta teachers, and which could be operated by the A.T.A.; and

Be It Also Resolved: that reports be made from time to time in the Magazine so that Locals can be kept informed of progress and can make suggestions.

ON PENSIONS

Resolved: that this Annual General Meeting views with regret the action of some of our City School Boards in reducing the amount of the retirement allowance paid to teachers by an amount equal to that paid by the Pensions Board.

Be It Recommended that if the Pensions Board should propose a service pension to Alberta Teachers, based on number of years of teaching

service we should give some thought to increasing our contributions to that fund. We suggest that such increase be not made before 4 years of contributory service have been given.

Resolved: that this Annual General

Meeting go on record as approving the contemplated action of the Pensions Board regarding the securing of some form of payment to the Pension Fund for teachers-in-training who man the schools during the present teacher shortage.

FROM REPORT OF RESOLUTIONS COMMITTEE

EXAMINATIONS:

Whereas during the past years there has been a selective agency at work in our schools whereby the general level of proficiency of our Grade XII students has been somewhat raised due to the tendency for less successful students to leave schools under present war conditions, and

Whereas many of the boys and girls writing Grade XII examinations this year may have little opportunity to repeat their year's work for some time to come.

Therefore Be It Resolved: that the Department of Education be requested to so revise the system of evaluation beginning this year that, with due regard for reasonable standards of scholarship, there be not a drastic elimination of the lower 40% of the candidates for matriculation in any given subject as has been the practice in the past.

Whereas the shorter period of marking, increased cost of living in Edmonton, and higher taxes have reduced the net amounts earned by markers far below what was previously considered fair,

Therefore Be It Resolved: that the A.T.A. petition the Department of

Education to: (a) Increase the rate of pay for marking; (b) Pay a subsistence allowance to markers.

SUMMER SCHOOL

Whereas in the past some Summer School courses were subject to cancellation, and

Whereas courses in the past have not been altogether practical, and

Whereas the teachers feel that in the past credits and certificates obtainable at Summer School were not recognized by the University toward a degree,

Therefore Be It Resolved: that some Summer School courses in the future, although they may be subject to change or cancellation, have credit granted toward a degree recognized by the University of Alberta.

Whereas the Summer School fees were raised in 1942 for no apparent reason,

Therefore Be It Resolved: that the Department be requested to authorize that Summer School fees be reduced to the former level.

Whereas in the past Summer School announcements were not available by January 1st,

Therefore Be It Resolved: it is the

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opinion of the A.T.A. that Summer School announcements should be available by January 1st.

Whereas there are many courses offered to teachers attending Summer School that are recognized only to the extent of a certificate of attendance, and

Whereas it would be more satisfactory to have such courses credited toward Junior and Senior Certificates since such certificates only are recognized in salary schedules,

Therefore Be It Resolved: that in our opinion all Summer School courses other than those required for granting permanent certificates and renewing lapsed certificates be credited toward Junior and Senior Certificates, or toward University credits.

FRENCH TEXTS

Be It Resolved: that French teachers be given greater freedom to introduce into their classes for experimental purposes textbooks at present unauthorized before any authorization is made, and to include desirable supplementary books.

WOMEN SUPERVISORS

Whereas in most countries women as well as men are appointed to the position of supervisors in the schools,

Therefore Be It Resolved: that we suggest that the Department of Education follow the same procedure in Alberta.

THE HEALTH ACT

Be It Resolved: that the Central Executive approach the legislature with a view to amending *The Health Act* in such a way that conflict with *The School Act*, section 165 (e), will not arise and in such a way that the most effective protection can be given to prevent the spread of infectious diseases.

PHOTOS OF THEIR MAJESTIES

Be It Resolved: that the A.T.A. approach the Department of Education requesting good-sized lithographed copies of a picture of Their Majesties, King George and Queen Elizabeth, be sent free on request to the teacher of any Alberta classroom.

FRENCH TEACHERS

Whereas teachers of French in this Province feel the need of closer professional association.

Therefore Be It Resolved: that this Annual General Meeting approve the action of the teachers of French in

setting up a provincial association of teachers of French.

SELECTIVE SERVICE

Whereas many teachers are in an unsettled state of mind as to whether duty calls them to remain in the teaching profession or to serve in the armed forces or some other field of war services, and

Whereas it would be to their interest as teachers to have this matter settled so that they might make plans for further preparation (University or Summer School) in their work as teachers if they are to remain in this profession,

Therefore Be It Resolved: that the Central Executive be instructed to ask the Selective Service Board for a statement as to how teachers may best serve their country.

POLITICAL FREEDOM

Whereas the right of teachers to participate in political contests is a fundamental principle of Democracy, and

Whereas this principle ought to entail assurance of security of tenure and seniority of position,

Therefore Be It Resolved: that we ask the A.T.A. to secure from the Department of Education a ruling establishing this principle of assurance, which would include leave of absence for campaign purposes.

COURSE IN PROFESSIONALISM

Be It Resolved: that this Annual General Meeting go on record as favoring the immediate introduction of a regular course of instruction in A.T.A. business and professional etiquette in the Normal Schools of the Province and the Faculty of Education.

TRAINING OF INSPECTORS

Whereas the Department of Education insists that teachers improve their professional and academic status, and

Whereas the Department appoints directly from High School staffs Inspectors and Superintendents, and

Whereas such responsible positions demand exceptional ability and a high standard of training in the field of educational administration,

Therefore Be It Resolved: that this body recommend to the Department that some provision be made for the training of the potential Inspectors and Superintendents.

Further resolutions will appear in our June issue.

Association Announcements

RE MEMBERSHIP FEES

The following two resolutions dealing with Association fees were passed by the Annual General Meeting held during Easter Week 1943:

RESOLVED: that commencing September 1, 1943, the A.T.A. fees shall be as follows:

| Salary Bracket | Provincial Fees | Local Fees |
|----------------|-----------------|------------|
| - \$1499 | \$ 6.00 | \$2.40 |
| \$1500-\$1999 | \$ 8.40 | \$2.40 |
| \$2000-\$2499 | \$10.80 | \$2.40 |

RESOLVED: that the following steps in fee increases be added: \$2500-\$2999; \$3000-\$3499; \$3500- etc. at the same rate of increase as in the lower steps.

In accordance with these resolutions, the new scale of fees payable by members will be as follows:

NEW SCALE OF A.T.A. FEES

(Effective September 1, 1943)

| Annual Salary | |
|---------------|---|
| Under \$1500 | \$8.40 yearly or 70c per month for twelve months. |
| \$1500-\$1999 | \$10.80 yearly or 90c per month for twelve months. |
| \$2000-\$2499 | \$13.20 yearly or \$1.10 per month for twelve months. |
| \$2500-\$2999 | \$15.60 yearly or \$1.30 per month for twelve months. |
| \$3000-\$3499 | \$18.00 yearly or \$1.50 per month for twelve months. |
| \$3500-\$3999 | \$20.40 yearly or \$1.70 per month for twelve months. |

And so on in equal steps.

MODERN METHODS of WARFARE DEMAND TRAINED SCIENTISTS

It is almost mandatory that High Schools continue to provide the maximum amount of practical elementary training in Physics and Chemistry. This responsibility must be accepted; otherwise much valuable time will be lost in the training of technical personnel.

Secondary schools require the necessary laboratory equipment now to carry on this vital contribution to the war effort. Have you the tools necessary for this work ?

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PROVINCIAL EXECUTIVE OF THE A.T.A., 1943-44



Front Row (left to right): Vice-President H. C. Melsness, of Grande Prairie; Dr. C. Sansom, President, of Calgary; Past President J. A. Smith, of Kitscoty; and J. W. Barnett, General Sec.-Treas.

Second Row (left to right): L. L. Kostash, of Willingdon, District Representative for North Eastern Alberta; L. A. Broughton, of Provost, Representative for Central Eastern Alberta; T. N. Roche, of Calgary, Representative for Calgary District; D. A. Urc, of Innisfail, Representative for Central Western Alberta; E. C. Ansley, of Medicine Hat, Representative for Southern Alberta; W. A. Kujath, of Grande Prairie, Representative for North Western Alberta; Miss A. M. Johnston, of Edmonton, Representative for Edmonton District.

The President's Annual Report

Delivered to the Annual General Meeting, 1943

We will soon have completed our fourth year of this war. All phases of our peace-time society have been affected and education in this province has of necessity been forced to adjust itself to the conditions necessary for an "all out" war effort. Last fall most of the High Schools in the province found their enrolment for the months of September and October down. This was the result of an acute shortage of farm help and consequently nearly every able-bodied boy was pressed into service. Superintendents and School Boards, instead of being able to pick and choose their teachers, were forced to travel about the country teacher hunting. I remember one Superintendent who had been sent to Edmonton to engage twenty-seven teachers. After canvassing the situation at the summer school without success, he inserted an advertisement in the daily newspapers. Two days later he had received one application from an ex-teacher, who was at the time drawing an old age pension.

Last year many of us were concerned over the number of young men who were leaving the ranks of the profession to join the armed services and to take up some other type of work. This year numbers of young lady teachers are leaving. Just what the actual teacher supply will be next fall no one can tell, but indications are that there will be a grave shortage. We all agree, I am sure, that it is more than "high time" that the Federal Government concerned itself with this educational crisis facing every province of the Dominion.

I trust that you give this problem your earnest consideration. We must find some way of maintaining our present standards in education so that

the children of this Dominion will be assured a good education. Our Provincial and Municipal governments have shown us that they are aware of the crisis. Should we not then insist, as a teachers' federation, that the Federal Government come to the aid of education by some means of educational grants to the provinces?

To say that this past year has been a trying one for your Executive would be putting the case mildly. We have had to face four cases before Arbitration Boards and to pilot through two strikes. I believe you will agree with me that being a member of the Provincial Executive this past year has entailed a good deal of work. Three regular and three special meetings of the Executive were held.

You will remember that at our last A.G.M. a resolution was passed which adopted for our basic minimum a salary of \$1000. I want to point out that as far as I am concerned the delegates then instructed the Executive to strive for the objective of \$1000. When questioned by a delegate as to just how far the Executive would go towards seeing that this requested minimum was adopted by school boards in this province I replied that we would go just as far as we could in the best interests of the Association.

I have no intention of defending the stand you took one year ago with regard to this \$1000 figure. Surely none feels that our goal was too high. However, I must say that our suggested minimum did meet with plenty of opposition. I was not surprised when the Trustee's Association protested. We all expected that protest—but I was very much surprised when some of our own members began to protest behind the scenes. Your Executive, I feel, followed a wise course

in the two months following the last A.G.M. A schedule based on the resolutions which had been adopted was drafted and presented as a type schedule to the Locals. Most negotiating committees presented this schedule to their boards. I know full well that your board members were startled. Every trustee in this province was. Just imagine the teachers of this province asking that an inexperienced normalite be paid \$19.23 per week! It was unthinkable. The Trustees organized to withstand this sudden onrush. However, as time went on we found that we were gaining ground. The press of this province was most fair. Just in this connection I should like to refer you to two excerpts which appeared in our daily papers. *Calgary Albertan*, April 8, 1942:—

One of the principal demands heard at the Alberta Teachers' Association convention in Calgary recently was that for higher salaries. The demand is pressing. That it should be granted is of interest not only to the teachers who would receive it, but to the province as a whole.

The task of shaping the attitudes, beliefs, characters and ambitions of children in schools too often is considered of secondary importance. How effective a particular kind of training can be has been strikingly illustrated by the Nazis. For years, the ideals of totalitarianism have been instilled in children until they believe them with fanatical zeal. Such training is distorted and not the kind we would want, but it illustrates the point.

To expect this task to be performed for \$16.15 a week—that is how the \$840 minimum works out—is ridiculous. Allowing for holidays, the weekly salary would work out to something more than \$20. But during holidays teachers—especially those in the lower in-

come brackets—are expected to attend summer schools for refresher courses and new studies. This involves a big outlay—one which people with much larger salaries would not even consider. If teachers are to be enabled to keep abreast of developments they must get more money.

Rising salaries in war and other industries have attracted many teachers away from the profession. The situation has become so sad in Alberta that student teachers were sent out to fill the gaps. This year Normal Schools will be opened early to speed the teacher output. There is no doubt that adequate salaries would help materially to maintain the supply of teachers.

Again in the *Edmonton Bulletin*, May 27th, Harold L. Weir, Associate Editor, wrote the following:—

The Alberta Teachers' Association wishes to establish a basic salary in this province of \$1000 a year for rural teachers.

The only comment I can make is that the teachers are exceedingly modest in their estimate of what their profession is worth to the community. The fact is that a good teacher is worth an incalculable amount to a district. No salary could be too high for a well-trained man or woman who is capable of making the proper impressions on the minds of children.

Conversely, the poor teacher is not only worth nothing at all, but may constitute a positive drawback to the effective development of young intellects. That is why the salary question is such a pertinent and important one. The teacher who is worth paying at all is worth much more than any maximum salary that exists at present.

It might not be economically possible to pay good teachers what they are actually worth. But we should pay them all we can. Their

salaries, in other words, should only be limited by the ability of the city or the municipality or province to pay.

I am not among those who believe that either school teachers or church teachers can adequately play the part in the training of the child that should be assumed by parents in the home. The home or the family is properly the basis of all those influences which form the child's mind and character. And the child who is deprived of a wholesome and broadening family influence is deprived of a very great deal indeed.

It is not enough that parents should send their children to public schools so that their little minds may be saved from ignorance and to Sunday School so that their little souls may be saved from perdition. Nevertheless a lamentably large number of parents assume that this is enough, that if they ship their offspring off to the school and Sunday School faithfully enough, they have done their complete duty.

The schools must face these facts. If parents refuse to recognize their entire duty, the schools must assume it as best they can. That is why the character and training of a teacher have taken on added importance as this age of preoccupied parents has advanced. The responsibility of the modern school teacher has become tremendous. The teacher not only imparts knowledge and forms minds and shapes character, but frequently is the most potent source of inspiration with which the child comes in contact.

What salary can adequately pay for services like these?

It is obvious, then, that the finest minds in the community should be attracted into educational work. Only one standard should

be permitted for teachers — the best. The man or the woman who drifts into teaching merely because the other professions are too difficult or too crowded or because more remunerative jobs are hard to get, is a positive menace to the young.

The teaching profession is the most important profession in modern life. It is infinitely more vital than any of the other professions because it is more basic. Through a teacher, for instance, the child learns the importance of keeping well. A physician, although such is not the ideal condition, only gets a chance to exercise his skill after the individual is ill. Through a teacher a child can learn how to keep out of trouble. A lawyer can only get him out of trouble after he is in it.

Education is the hope of democracy. And the hope of democracy should rest on something more substantial than a scale of salaries that just slips by the minimum wage law.

While the schools contain many devoted men and women who stick to their jobs because they love them and not for what they make out of them, yet in the ordinary nature of things, you cannot draw the finest minds into a profession which is notoriously poorly paid. Nor can even the good teacher do himself justice if he is forced to scrape and pinch and worry about his subsistence.

In the legal and medical professions, income is very properly based on experience and preparation. It costs a great deal to educate a good doctor or a good lawyer. Essentially it costs quite as much to educate a good teacher. If the preparation for teaching is not as thorough and extensive as it is for pleading lawsuits and cutting out appendices, there is some-

thing wrong with the educational system.

A surgeon is probably entitled to a fee of \$150 for removing an appendix. But there is a sorrowful discrepancy between that fee and the \$1000 a year the teacher gets for shaping little minds and forming little characters for the serious business of living intelligently and well.

The teaching profession should attract the finest minds. To the many fine minds it does attract, the salaries paid are an affront. The many fine minds that are kept out or driven out of the teaching profession, naturally enough, by the meagreness of salaries, are a distinct loss to the childhood of the nation.

In teaching, above all things, we can afford nothing else but the best. And, naturally, we must be prepared to pay for it.

These two items were reprinted in our Magazine and gave you some insight as to the manner in which our request was accepted by the general public.

Many school boards were making an earnest effort to increase the salaries paid their teachers. As you know, we took three type cases to arbitration, and considering all factors I feel that we received very favorable awards. It is true that one of these awards led us into a strike, but that is a topic too lengthy for me to dis-

cuss in this report now. Should you so desire, I will see that you are given a full accounting of the whole Vegreville Strike.

I could give a more complete picture of our work in trying to raise teachers' salaries this year, but I know that the Salary Committee will ably cover the whole field in its report. I do feel though that I should point out to you that our Minister of Education saw fit to request that the statutory minimum salary for teachers be raised from \$840 to \$900. His request was granted by the Legislature. The Minister and the Members are to be congratulated on this move. I was somewhat amused when I read that one of the Members stated on the floor of the house that he had to pay his ranch help \$75 and board per month. If we consider ourselves as useful to society as ranch hands perhaps our requested minimum last spring should have been \$1200.

The present A.G.M. must deal with the matter of adjusting that part of our constitution which governs the Annual General Meetings of the Association. This will be necessary in order to carry on during the operation of a recent change in the school year. Provision should be made for the eventuality of government restrictions on travel that would make the holding of our Annual General Meeting impossible.

This year instead of bringing speakers for our Fall Conventions

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CATALOGUE ON REQUEST

from outside the province we used local speakers. From all reports this experiment met with your endorsement. Whether or not we will be able to hold conventions this fall is still a question. However, if conventions are held, it does not appear to me that we will be able to carry through a speakers' itinerary as in the past. This problem will be one for the Fall Convention Committee to discuss and to make recommendations upon.

In conformity with the spirit expressed by the delegates of the last A.G.M. your Executive has left the entire management of the Magazine in the hands of the Managing Editor.

During the year the following teachers became eligible for Life Membership:

Miss B. M. Battrick
Miss Catherine Burger
Mr. W. E. Edmonds
Mr. Rex B. Forsyth
Miss Gertrude Gilbert
Mr. H. R. Leaver
Mr. C. E. Leppard
Mr. W. S. Soutar
Mrs. H. Thom

Certificates will be presented to the above-named. On your behalf I wish formally to extend sincere thanks for their services to education and for their loyalty to the Association.

Considerable publicity has been given to the administrative difficulties which your Executive has experienced this year. There appears to be a feeling prevalent in certain quarters that it has been the desire of the majority of the members of the Executive to usurp the duties of the General Secretary. If this desire is present it has not made itself manifest to me. However, since the question of the administration of our Association has been brought forth I do feel that a committee of this A.G.M. should examine our whole administrative set-up and make definite recommendations to this meeting. It has been suggested that a commission

be established to make this investigation. Call the investigating body what you like, I maintain that this A.G.M. is the one which must decide how it wants its affairs run. You represent our entire membership and a committee chosen from this group should be able to bring in a report which will receive our endorsement.

Year by year our operating costs have been increasing until this year the Association is faced with a deficit of nearly \$4000. The cause of this deficit together with the proposed remedies will be fully discussed in the Finance Committee.

Our representatives on the Teachers' Retirement Fund Board will be in attendance at this meeting. Should you have questions to ask regarding the administration of our pensions fund, they will be prepared to answer them. I imagine that a complete report of the work of the Retirement Fund Board will be presented to the Pensions Committee of this A.G.M. I am confident that this report will satisfy you that our interests are well cared for by our representatives.

The twenty-first conference of the Canadian Teachers' Federation was held in Toronto this year. You were represented at this conference by Mr. Baker, Mr. Barnett and myself. By far the most important item discussed was the question of Federal Aid for Education. It was the unanimous opinion of delegates present that more money must be made available for education in the Dominion. The provincial organizations were urged to request that their respective provincial governments urge the Dominion Government to make provision for federal aid in financing education.

The Executive of the C.T.F. was instructed to set up a Committee on Reconstruction to lay plans for the democratic society we hope to see develop after the war, and to study the adjustments in our educational system necessary to prepare youth

for effective participation in such a society.

Complete reports of the activities of the various provincial organizations were submitted to the conference. Our Provincial Government received just praise for its educational legislation. Many of the delegates congratulated us on our success in local organization.

The question of the eligibility for membership of supervisors engaged by school boards was brought to the attention of your Executive this year. We felt that, since people holding such positions had been granted membership without question since the passing of *The Teaching Profession Act*, we had no option in the matter other than to continue the past policy of our Association. It was the opinion of our solicitor that we had adopted the only practical solution open to us. I notice that there is a resolution on the order sheet requesting that the status of all supervisors within the Association be clarified.

Before I close, I wish to take this opportunity of thanking all of you for the support which you have given your Executive this past year. It is only by effort and constructive criticism that we can hope to advance. Our Association is a large one; its roots go out into the furthestmost regions of the province. It has been gratifying to notice that, even with the rapid changing of personnel in some divisions, we still find active and aggressive Sub-locals functioning. I have been particularly impressed by the interest shown in the work of the Association by the many ex-teachers who have been called back into the service. We have tried to serve you to the best of our ability; at all times the welfare of every teacher in this province was uppermost in our minds. I wish to thank the members of my Executive for the loyalty and fine spirit of co-operation which they have at all times given me.

You are faced with a heavy agenda. I feel confident that the decisions you make at this meeting will prove themselves to be in the greatest interests of our Association. In this report I have not discussed the possible problems which will face our organization at the close of this war, but will you permit me to close with a conception of how Democracy may be made to work, as given in a report to the National Council for the Teaching of Citizenship:

"Democracy is an evolving thing which is never perfectly achieved. Depends on the social-mindedness of the individual.

The discipline must live with the individual.

Implies a willingness to elect leaders, be loyal to them, and change them when necessary.

Implies at the same time a willingness to submit to the will of the majority and the willingness to respect the rights of minorities.

Implies an educated, free individual, aware of the society in which he lives."

Respectfully submitted,

JAMES A. SMITH.

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|---------|---------|
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| July 5 | Aug. 23 |
| July 12 | Aug. 30 |

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REPORT OF THE GENERAL SECRETARY

FOR THE ASSOCIATION YEAR 1942-43

ORGANIZATION

There are fifty-nine chartered Locals operating in the province. No new Locals have been established throughout the year. However, Taber Local has not yet reported nor sent in the list of its Executive. Berry Creek has been consolidated with Sullivan Lake Local and the Cypress and Tilley East groups have also gone together. With respect to Sub-locals there is evidence of serious dislocation in certain parts of the province. Eighty Sub-locals in existence last year have not reported and must be presumed unorganized. It is to be noted that, where there is evidence of lack of life in the Sub-locals, it is in those parts of the province where schools are closed or a considerable percentage of the persons teaching are not members of the Association—Normal School trainees who, not holding certificates, are ineligible to be members. It is to be readily understood that in many of these places there are not sufficient teachers in and around the centre concerned to compose a quorum for meetings of any kind.

Closely related to the work of organization is that of the conventions. It should be noted that the recent Act governing the operation of schools, where Tuesday, Wednesday, Thursday and Friday of Easter week will no longer be statutory holidays and whereby the schools will not be open for the fall term until the second Monday of October, seems to be premised on the idea that there will be no time off for teachers for the purpose of attending conventions. This then confronts us with the problem of seeing to it that the Locals shall have the proper annual and other meetings throughout the year somehow or some way and, possibly,

it may direct the Association to convene the Annual General Meeting some time other than Easter week. It would appear, therefore, that the Locals may feel compelled to go all-out to organize more rallies of Locals during week ends. One might suggest that Locals take into consideration the matter of pooling the travelling expenses of the whole membership of the Local incurred by those who put in an appearance at a week-end rally.

One happy feature of the whole system of organization throughout the Locals is that the Locals seem generally to be more confident of themselves, more able to look after their own affairs than at any time in the history of the organization. Their negotiating committees are showing a competency while at the same time school boards in the divisions at least are orienting themselves to collective bargaining. The time seems to be fairly close at hand when the Locals will need less direct help from the Central Executive in matters of organization and salary negotiations and the practice will develop of seeking aid if and only when a crisis or impasse has overtaken them. Inevitably during the past year the activities of the Locals have been devoted to the economic aspect—the negotiation of salary schedules—to the exclusion possibly of professional activities such as research, publicity, reconstruction, etc. This is not intended as a criticism. It is stated as a regrettable fact arising from uncontrollable necessity. Alberta has particular reason to be proud of the fact that they were the first organization in the Dominion of Canada which advocated professional status for teachers—automatic membership—although the Saskatchewan bill was

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enacted by the legislature at the same time that the Alberta bill was read through the legislature. It is with a degree of satisfaction that these two provinces, Saskatchewan and Alberta, have set the pace in other provinces throughout the Canadian Teachers' Federation and we now have a professional bill for Manitoba and New Brunswick and automatic membership is a live question in Quebec, Ontario, British Columbia and other provinces throughout the Dominion.

MEMBERSHIP

One can not help but reflect at this time that the ranks of the teaching profession have been very seriously depleted and there are signs of further progressive depletion. We have lost a significant proportion of our best to the armed forces and the list of both men and women leaving teaching to engage in His Majesty's Armed Forces, war work and allied services is steadily on the increase. The last obtainable statistics show the

number of rooms in the province which were either closed or served by Normal School trainees to be considerably over five hundred. This number is growing all the time. Incidentally this reflects on the income of the Association and of the Locals also. Not only does the Association not receive the \$5.00 membership fee for each school unoccupied by a member but the Local loses \$2.00 also. Presumably, however, the Association must expect considerable dislocation during this time of emergency and crisis but it can be taken for granted that the teachers of this province will rise to the occasion as patriotic citizens to adjust themselves to emergency conditions. Of those who have interpreted the patriotic urge (as strong amongst teachers, if not more so, than any other section of the community) to divert their services, if not to sacrifice their lives by directly participating in the armed conflict, we feel proud; we upraise our

prayers on their behalf that they may emerge from the welter of toil, tears, sweat, agony and blood, sound in mind and body, pure in heart, that when they return to their loved ones, they may again ascend the quarter deck of the good ship Education guiding the future citizens of our Canada into paths of that peace and democracy for which their teacher heroes and heroines have risked their all.

FEES

It has been argued¹, and of course correctly so, that, because the purchasing power of a dollar has declined since the outbreak of war, the dollar paid in taxes necessarily purchases less value than previously, that therefore the only possible way to secure the same value for taxes is to collect more dollars either by raising the assessment or the tax levy.

Is it not equally true also that with the number of members of the A.T.A. remaining constant the only possible way to maintain constant the services given to the membership is to secure more dollars from the members—raise the levy, the scale of fees. As a matter of fact, however, the membership, instead of being constant, is actually on the decline—down by nearly six hundred during the past two years—so that in order to keep on an even keel the dollars paid in fees must not only be raised to compensate for the decline in purchasing power of the dollar, but also to offset the decline in the number of members.

Everything costs more today: the staff is on a schedule, all except one climbing towards the maximum; all but the General Secretary-Treasurer must be paid a cost of living bonus of \$18.06 per month in conformity with the orders-in-council of the Dominion Government; Unemployment Insurance is a new charge; stationery, printing, postage, office supplies, telegrams, telephone communications, janitor services and many other sun-

dry but inevitable items of expense are on the climb and give promise of continuing to climb. Again, travel expense costs of members of the Executive, hotel charges, railroad fares, meals in restaurants—all these add their quota of increase, to say nothing of the 15% travel tax on transportation expenses of delegates to the A.G.M.

It is suggested that the matter of decline and prospective further decline in income for an indefinite period and the continuing climb of costs of operation will be taken into earnest consideration by this Annual General Meeting. Doubtlessly the problem will be faced squarely and a solution sought when the disposition is made of resolutions and reports relating to schedule of fees for members.

The staff now is cut to the bone and is two less in number than three years ago.

SALARIES

The report of the Salary Committee will be laid before this convention. However, it might be in order here to congratulate the Locals on their growing ability in developing sound techniques in tackling the fundamental problem of salary negotiations. Much outstanding work has been done by Locals as far as divisional salary schedules are concerned. This applies also with respect to many committees acting on behalf of the staffs of town and village school districts; although it must be recognized that the staffs of such school districts often have more difficulty than is the case with divisional school boards. The staffs are much smaller and, while divisional school boards now realize the practicability of collective bargaining and the adoption of schedules, other boards find it difficult to get away from the personal element and treat the negotiators as agents of a group. Many of these boards resent being obligated to prepare and adopt a

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schedule of salaries and evidence a desire, if not in some instances a determination, to make a personal bargain with each member of their staff.

While the A.T.A. has persistently urged that there should be more state aid from the Provincial Government, and that the financing of education should also be assumed by the Dominion Government as their responsibility in part at least, it must be admitted that the Provincial Government has stepped ahead during the past few years in providing more from consolidated revenues in support of the educational system. This year

an additional \$224,000 was budgeted for and the method of apportionment of this money seems to us to be on a sound basis: namely, that it shall assist the school divisions poorly circumstanced and leave the wealthier divisions to carry on in view of their comparatively rich resources and ability of their taxpayers to pay.

The two tables following set forth in figures the financial record of the present administration with respect to grants and expenditure for education since 1935-36:

Government Grants to Schools

| | |
|----------------------|-------------|
| 1935-36 | \$1,451,080 |
| 1936-37 | 1,485,432 |
| 1937-38 | 1,528,192 |
| 1938-39 | 1,663,768 |
| 1939-40 | 1,763,768 |
| 1940-41 | 1,863,765 |
| 1941-42 | 1,938,115 |
| 1942-43 | 2,122,283 |
| Estimate for 1943-44 | 2,370,640 |

Government Expenditures on Education

| Year ended | Grants to Univ. | Other Expenditures Including Miscellaneous Grants, Free Text Books, Examination and Other Expenses | | Total | |
|-------------|-----------------|--|-------------|-----------|--|
| | | | | | |
| March 31/36 | \$399,650 | \$2,028,360 | \$2,428,010 | Actual | |
| March 31/37 | 399,650 | 2,116,556 | 2,516,206 | " | |
| March 31/38 | 400,450 | 2,115,140 | 2,515,590 | " | |
| March 31/39 | 412,147 | 2,259,194 | 2,671,341 | " | |
| March 31/40 | 425,000 | 2,425,214 | 2,850,214 | " | |
| March 31/41 | 428,000 | 2,640,067 | 3,068,067 | " | |
| March 31/42 | 450,000 | 2,852,330 | 3,302,330 | " | |
| March 31/43 | 500,000 | 2,782,434 | 3,282,434 | Estimated | |
| March 31/44 | 551,067 | 3,090,126 | 3,641,193 | " | |

While we reiterate our opinion that education should become less and less dependent on local taxation on land for its support, and while without any desire to detract from or to dispute this argument, there is some danger that we may fall into believing that to support education farm lands, relative to productivity, are taxed higher than ever before, this is not a correct appraisal. A very strong case could be established that never have the farm communities had the resources to meet educational and other costs that they have today; never before have the returns for farm produce been as high either in actual dollars received or relatively, having regard to the purchasing power of a dollar. Neither teachers nor taxpayers should be blind to the actual situation.

We give below figures secured from official publications of the Dominion Government and of the Alberta Provincial Government:

Alberta Farm Production

| | *1921 | 1941 | 1942 |
|--|---------------|---------------|---------------|
| (1) Cultivated Acreage (Grain, Root & Fodder Crops) | 12,200,000 | 19,429,600 | 19,424,800 |
| *Estimate | | | |
| (2) Production (Grain, Root & Fodder Crops) | \$185,606,223 | \$197,564,553 | \$366,351,300 |
| (3) Production | \$155,709,918 | \$215,446,623 | \$386,854,593 |
| expressed in terms of purchasing power of \$1.00 (Cost of living index: 1926 = 100) | | | |

N.B. Since the cultivated acreage in 1941 and 1942 was approximately the same, i.e., 19.4 millions, and but 12.2 millions in 1921, the figures on which to base a comparison should be $\$155,709,918 \times \frac{19.4}{12.2} = \$247,578,770$.

12.2

The comparative figures would therefore be as follows:

| | 1921 | 1941 | 1942 |
|--|---------------|---------------|---------------|
| | \$247,578,770 | \$215,446,623 | \$386,854,593 |

It is evident therefore that never before in the history of Alberta have the returns per acre from the farms been as high as today either:—

- (1) in actual returns in dollars;
- (2) relatively, having regard to the purchasing power of a dollar.

At no time have the taxpayers of the province been in a more favorable position to support our schools. At no time have they been in a better position to treat better the teachers, those having charge of their children during the most receptive hours of the day, and those upon whom so largely rests the responsibility of making democracy succeed and “dis-tilling in the minds and hearts of the children the ideals for which we are supposed to be fighting”.

“What price Democracy?” “What

price Education?” were phrases used by J. Percy Page, M.L.A., in arguing for the statutory minimum salary of teachers to be raised from \$70.00 to \$75.00 per month. The minimum was raised by the Legislature, all thanks to those who sponsored and fought so vigorously for the increase so obviously in keeping with public opinion in this province. The teachers thank them, but the parents of the boys and girls owe them a greater gratitude. After all the schools exist for giving service to their boys and girls. The step taken will arrest in some degree the progressive deterioration of our school system resultant upon closed schools and developing scarcity of proper qualified personnel to operate the classrooms.

Respectfully submitted,
JOHN W. BARNETT,
General Secretary.

UNCLE GEORGE SAYS:

Uncle George says that our school marm is a crank.

Well, maybe so. Anyway, I think that's a mighty fine compliment. A crank is always used to get something moving.

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FINANCIAL REPORT

To the Members of the
Alberta Teachers' Association.

Ladies and Gentlemen:

We present herewith Financial Statements of the Alberta Teachers' Association for the year ended February 28, 1943.

We have audited your books, accounts and records for the year ended February 28, 1943, and believe that the statements submitted herewith are a true and correct representation of the operations of your Association for that period and that your financial position is properly shown on the Balance Sheet. All receipts and disbursements have been properly accounted for.

The item of "Suspense \$4,225.47" shown as an asset on the Balance Sheet represents an advance to the Vegreville Teachers' Fund which will be dealt with in accordance with instructions given at the 1943 Annual General Meeting.

After providing for the usual Trust Fund Appropriations a deficiency is shown on the year's operations resulting in part from increased expenses and decreased revenue. The payment to Trust Funds has been made by transferring \$6,000 of Dominion War Loan from General Account.

Expense Accounts of the members of the Executive have been prepared in accordance with the resolution of the Annual General Meeting of 1941 and are available. From our position as auditors these accounts are not satisfactory. The arrangement as we understand it is that all expense accounts will be approved by the Chairman of the Finance Committee and we are to accept his approval as satisfactory to us. None of the expense accounts examined by us indicate that they have been approved by any member of your Finance Committee. Naturally we are not in a position to state whether a simple expense account not accompanied by vouchers, covering mileage, sustenance, telephone charges, entertainment, etc., is or is not a proper charge to be paid from out of Association funds. In some few instances telephone and hotel accounts do accompany the expense accounts but we think you will readily understand that even then we are not in a position to say whether or not these were incurred for the Association. Prompt accounting for advances made in anticipation of known expenses to be incurred by a member should be the rule.

We shall be pleased to supply any further information desired at any time.

All of which is respectfully submitted,

PATRIQUIN, JOHNSTONE & CO.,
Chartered Accountants.

May, 1943

| BALANCE SHEET, FEBRUARY 28, 1943 | | | |
|--|-----------|---|-----------|
| Assets | | | |
| Cash on Hand | 50.87 | Staff Trust Reserve | 2,316.24 |
| Cash in Bank | 6,572.89 | Locals' Fees (net) | 2,639.01 |
| | | Trust Funds Reserve:— | |
| | | Scholarships | 5,212.70 |
| | | Circulating Libraries | 5,000.00 |
| | | Research | 5,157.88 |
| Less Outstanding Cheques | 5,271.16 | General | 17,286.77 |
| | | Surplus:— | |
| Investments:— | | Balance February 28, 1942 | 20,061.08 |
| Dominion of Canada Bonds | 2,000.00 | Add Profit of Magazine 1942-43 .. | 337.21 |
| Province of Alberta (1,500.00) ... | 397.00 | | |
| Accrued Interest on above | 49.78 | | |
| | | Deduct Association Deficit for year ended February 28, 1943 .. | 3,322.25 |
| Department of Education and Divi- sional School Boards (Estimate of Fees not yet received) | 5,341.66 | Balance February 28, 1943 | 17,076.04 |
| Office Equipment | 5,226.81 | | |
| Less Depreciation Reserve | 2,573.12 | | 54,688.64 |
| | | INCOME AND EXPENDITURE STATEMENT | |
| Stationery on Hand | 500.00 | YEAR ENDED FEBRUARY 28, 1943 | |
| The A.T.A. Magazine | 1,053.46 | Income | |
| Accounts Receivable | 139.07 | Fees Earned | 29,337.44 |
| Suspense | 4,225.47 | Less Transferred to Magazine ... | 4,875.57 |
| | | | 24,461.87 |
| Trust Funds: | | Sundry Income:— | |
| Cash at Canada Permanent | 1,494.83 | Interest on Investment, etc. | 1,375.03 |
| Cash in Imperial Bank | 283.39 | Less Allocated to Trust Funds .. | 780.88 |
| Dominion of Canada Bonds | 20,950.00 | | |
| City of Edmonton Bonds | 7,350.35 | Fall Conventions | 191.32 |
| Edmonton S. D. No. 7 Bonds | 2,393.25 | | |
| Accrued Interest | 185.53 | | 25,247.34 |
| | | | 54,688.64 |

| Expenditure | |
|------------------------------------|----------|
| Office and Administration:— | |
| Salaries | 7,650.14 |
| President's Honorarium | 100.00 |
| Postage | 225.19 |
| Printing and Stationery | 414.37 |
| Telephone and Telegraph | 675.61 |
| Rent and Janitor | 478.55 |
| Audit and Accounting | 232.50 |
| General Expenses | 400.64 |
| Exchange | 106.00 |
| Depreciation of Furniture | 261.34 |
| Unemployment Insurance | 191.91 |
| Organization | 255.98 |
| Conference of Teachers, etc. | 313.33 |
| Executive Meetings and Expenses .. | 2,577.33 |
| Expenses of A. G. M. | 4,087.41 |
| Expenses of Library Com. | 509.77 |
| Less Revenue | 120.00 |
| Expenses of Research Com. | 32.79 |
| Revenue Applied | 32.79 |
| Publicity | 490.60 |
| Law Costs | 583.75 |
| Discipline Com. Grievances, etc. — | 571.52 |
| Salary Negotiations | 1,761.70 |
| C. T. F. Capitation Fees | 855.95 |
| Trust Fund Board Appropriations: | |
| Scholarships | 1,000.00 |
| Circulating Libraries | 1,000.00 |

| | |
|--|-----------|
| Research | 1,000.00 |
| General | 3,000.00 |
| Total Expense | 28,569.59 |
| Net Deficiency, being Excess of Expenditure over Income for year ended February 28, 1943 | 3,322.25 |

CASH SUMMARY YEAR ENDED FEBRUARY 28, 1943

| | |
|---------------------------------------|-----------|
| Cash on Hand March 1, 1942 | 2,835.85 |
| Income as per Revenue Statement .. | 25,247.34 |
| Add | |
| —Reduction in Outstanding Fees .. | 2,658.34 |
| —Profit of Magazine | 337.21 |
| —Magazine Account Reduced | 261.25 |
| —Staff Trust Fund Increased | 346.85 |
| —Increase of Liability to Locals | 655.43 |
| | 29,506.42 |
| | 32,342.27 |

| Disbursements | |
|--|-----------|
| As per Revenue Statement | 28,813.64 |
| Less | |
| —Reserve for Depreciation | 261.34 |
| —Trust Fund Appropriations paid by Transfer of Bonds | 6,000.00 |
| | 6,261.34 |
| | 22,552.30 |

Disbursements—Continued from Column 2, Page 26

May, 1943

| | |
|--------------------------------------|-----------|
| Add:— | |
| Vegreville Suspense | 4,225.47 |
| Office Equipment Purchased | 211.41 |
| Accounts Receivable Increased | 45.70 |
| C. T. F. Liability Reduced | 12.16 |
| Accrued Interest Increases— | |
| General | 24.07 |
| Cash on Hand February 28, 1943 | 27,071.11 |
| | 5,271.16 |

THE A.T.A. MAGAZINE

BALANCE SHEET

FEBRUARY 28, 1943

| Assets | |
|----------------------------------|----------|
| Accounts Receivable | 1,585.18 |
| Less Reserve for Bad Debts | 600.00 |
| Office Equipment | |
| Buttons, etc. | |
| | 83.05 |
| | 48.75 |
| | 1,116.98 |
| Liabilities | |
| Bank Overdraft | |
| Alberta Teachers' Association | |
| Advances | 3,648.59 |
| Less Deficit | |
| Balance Feb. 28, 1942 | 2,932.34 |
| Less Profit for 1942-43 | 337.21 |
| Balance February 28, 1943 | 2,595.13 |
| | 1,053.46 |
| | 1,116.98 |

PROFIT AND LOSS STATEMENT YEAR ENDED

FEBRUARY 28, 1943 (The A.T.A. Magazine)

| Revenue | |
|-------------------------------------|----------|
| Advertising | 2,905.31 |
| Subscriptions | 4,147.89 |
| Add One-sixth of Fees owing | 890.28 |
| | 5,038.17 |
| | 7,943.48 |
| Expenses | |
| Administration and Salaries | 2,460.00 |
| Printing of Magazine | 3,790.08 |
| Commission on Advertising and | |
| Travelling | 723.61 |
| Editorial Expense | 5.00 |
| Postage—Magazine | 127.90 |
| —General | 55.63 |
| Audit and Accounting Services | 25.00 |
| Exchange | 9.83 |
| Rent and Janitor | 154.45 |
| General Expense | 20.60 |
| Supplies | 134.17 |
| Provision for Bad Debts | 100.00 |
| | 7,606.27 |
| Net Profit for year ended February | |
| 28, 1943 | 337.21 |

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

STANLEY CLARKE, M.A.,
Carstairs

MORE MATH? WHERE?

By Kathleen E. Collins, Primary
Teacher, Didsbury

The Old Course of Studies and the New:

The "old" course of studies was considered too heavy for beginners at school. It had definite outlines in reading, printing, writing, art, spelling, phonics and arithmetic. It required good average ability with continuous teacher propelling to cover the course adequately for one year. Complaints were continually flowing in about the load that was too heavy for six-year-olds.

The "new" course took this into consideration and allowed great freedom in course expansion. In grade 1 it eliminated formal spelling, formal phonics, writing (until grade 3), counting to 100 and group recognition in place of combinations and separations up to twenty.

This undoubtedly released the burden in the primary room—but a survey of the courses showed that the grade 8 requirements were not less but more. Where was the load taken from the beginners placed? Was it about the fourth grade? The crowding seemed apparent there. Students in the new course were required to do in three years what they had previously accomplished in four. The results were flagrant in the upper grades. Teachers complain that students entering high school have not mastered the elementary steps in calculation. The survey also revealed that the intermediate grades were carrying capacity courses . . . yet more time should have been given to drill in elementary calculations.

Would it be possible to put some of this responsibility back into the primary grades?

Bearing in mind the former complaints about the grade 1 course, it would still be possible to have the number work more expansive. Why? In the first place the heavy "requirements" in four units have been withdrawn—writing, spelling, phonics and arithmetic. The replacements are socialized courses that include singing, rhythmic games, self-expression, etc. developing the creative mind. The course is flexible and interesting as well as being excellent for reading foundation. Would more expansion into formal number work destroy this, and is it possible for beginners to reason and think?

Experience and experimentation answer in the affirmative—with the proviso that we give the arithmetic course the same care and revision we gave the reading courses. Reading is play—number work can be, too. Children love to progress from number rhymes and games into the fascinating field of combinations and separations: that is, when kept in the realm of child interest and play.

The new course can absorb more number work where admittedly the old course was too formalized and possibly too heavy with the spelling, writing (as well as printing) and phonics all in the formal field. True we still have a form of phonics and spelling, but these are only introduced toward the beginning of the second year and progress in them is definitely based on expansive word recognition. It would not burden the first year child to learn the number

combinations and separations to twenty if we laid the foundations so that his inquiring mind would be stimulated. By appealing to his many interests we could create the lively enthusiasm that has been so successful in the reading process.

By giving the first year students this foundation, second year students could continue their progress into the other decades gradually opening up the idea of multiples. The third year would see them emerge into using calculations with their enterprises. Easing a child into multiplication and division gains results. Crowding him is confusing. Once the four essentials—addition, subtraction, multiplication and division—have been met with, there remains the field of fractions. The old course began the idea of introducing them gradually from the first year, only making them formalized about the fourth year. Psychologically that is sensible and practical. Could we not do it again?

If we can relieve the pressure in the upper grades by the vitalized system of number concept in the lower grades, possibly our high school results would be more satisfactory. It would be interesting to hear other opinions on this matter.

AN APPROXIMATION for changing feet per second into miles per hour: divide the feet per second by two and add that amount on.

(or multiply F.P.S. by $\frac{3}{2}$).

e.g. 40 feet per second = $40 \times \frac{3}{2}$
= 60 M.P.H.

The reverse calculation is to multiply M.P.H. by $\frac{2}{3}$.

This approximation is surprisingly close, and serves as an excellent check for gross errors. (S. C.)

The editors of the Corner will gladly welcome materials from other teachers.

REVIEW

- (1) **Aircraft Mathematics** by Walling S. A., and Hill J. C., Macmillan Co. Toronto, 1943, \$0.95.
- (2) **Test Cards in Aircraft Mathematics** by Walling S. A. and Hill J. C., Macmillan Co., Toronto, 1943 \$1.00.
- (3) **Mathematics in Aviation** by Osteyee G., Air-Age Education Series, Macmillan, Toronto, 1942, \$0.75.

There is a veritable spate of books coming from the presses these days dealing with war mathematics.

(1) is or was the text used by the R.C.A.F. in the pre-entry course and carries the student further than does (3) which, apart from simple equations such as occur in Grade VIII, does not venture into the field of algebra. This is precisely what one would expect in British vs. U.S. publications in this field, for no matter how one puts it, mathematics had a greater place in British Commonwealth as against U.S. pre-war curricula.

This review is written mainly to encourage the purchase by schools of supplementary books in mathematics, and (1) and (3) can be recommended as furnishing excellent problem material in Junior High School mathematics. Both books are well printed. (1) has answers while (3) has not. (3) has an excellent reference list, including film lists. (3) is written as a series of exercises with the necessary explanations given in the exercises. Thus chapter 10 on Ratio begins:

Aspect ratio may be found from this formula:

$$A = \frac{\text{span squared}}{\text{area}}$$

1. Find the aspect ratio from the data given here (then follow four sets of data) etc.

The exercises in (3) are confined to aircraft.

Text (1) is more orthodox, with

explanations of terms, examples and exercises. In the main the exercises deal with aircraft but there are some in simple electricity. It is a little curious that (1) uses no chapter numbers.

We note two items in (1) which seem unfortunate.

(a) On p. 150 dealing with the trigonometric ratios in triangle OMP we read "The symbol oo represents an infinitely large quantity, such as OP

Nothing."

This in an English text is inexcusable.

(b) pp 143-145, Antilogarithms.

The use of the phrase "antilogarithms" is supplemented by further directive phrases such as "Antilog all your answers in exercise LXIII", "check your answers by antilogging".

In our opinion this is pernicious stuff. But only carrying forward the use of a word—antilogarithms—which should be struck out of our teaching.

We note also that (1) encourages operations to be carried out horizontally:

$$\log 7.8 + \log 3.4 = 0.8921 + 0.5315 = 1.4236.$$

(3) On the other hand, p. 145, is careful to use vertical tabulations.

(a) and (b) are blemishes in an otherwise excellent book, and incidentally both matters which we had hoped to have dealt with in detail in the 1942-43 corner. We would welcome teacher contributions on either of these two topics (a) the zero denominator (b) anti-antilogarithms.

A word about (2). There are 50 cards of exercises together with separate answer cards. Each card contains two sets of 12 exercises each one on each side of the card, giving in all 100 problem lists, 69 of which are matched with the topics of the text. 31 of the sets contain miscellaneous exercises. The exercises in the main are word problems.

(A.J.C.)

COME ON SUMMER!

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Editor's Note: We take great pleasure in bringing forward articles like Mr. Parker's. Many of us enjoy looking at verbal pictures of the work that is carried on elsewhere. No general discussion on principles and work problems can convey the reality of Industrial Arts Education in Alberta in as lively a manner as a first-hand account of the work in our field.

"FROM SCRATCH AGAIN" An Organized Shop of Girls By WM. W. PARKER Three Hills

How did it happen that we organized this particular type of General Shop? Well, to get to the heart of it, my school is composed chiefly of girls. They insisted on having Industrial Arts as an option. And they offered to do the work during the noon recess, in order that we would have more time for the other subjects during the regular class periods. That's real spirit, I thought, better than you will find in most Grade 8's and 9's.

So we have it going well in the basement of the school. I interested twenty junior high school girls in the Three Hills school in the shop crafts, including leather, modelling, metal and wood work, last year. Now I have a fine group working at these various phases and in addition, knot tying, picture framing, weaving, and electricity.

And we are organized. Here is our student personnel set-up as it stands at present:

Superintendent—Eva B.
Foreman—Edith N.

Philosophically Speaking:

"Efficiency is not in doing the unusual well, but in doing the usual unusually well."

—A. MUELLER.

Assistant Foreman—Joyce D.
Servicemen—Nina S. and Elsie F.
Sweepers—Mary F., Edna S., Ver-
na A., Elsie B., and Marlene E.

This is how we carry on. On Tuesday and Thursday noon there is a short demonstration by the instructor. Thus a bowl and a cookie-cutter were completed in copper (from an old boiler) and tin can. Last week it was a mitred frame for motto boards, and parallel and series circuits with bell and motor hook-ups. But during the remainder of the period the pupils are "on their own". They work pretty steadily at something. No quarrelling, no bossing. I think they co-operate better than most families of children. And of course I try to show in an incidental way that they are also building better Canadians by their efforts—as well as scoops and tables. And so they are.

Here are a few of the problems we work on in our shop:

PROBLEM 1. Name all the electrical joints exhibited; gauge and number ten wires on the table; name the three wire splices exhibited; or name the ten wood samples.

PROBLEM 2. Practise tying knots. Get a booklet on knots and splices (Dept. of Extension, University of Alberta). Learn where certain knots are useful. Use $\frac{1}{4}$ " or $\frac{3}{8}$ " rope. Tape the ends so that they will not unravel. Make an exhibit of five knots.

PROBLEM 3. I have some free glass pieces from the hardware store. Bring a small picture and you can put a frame on it.

PROBLEM 4. Build an electrical circuits board. Connect some parallel and series circuits. Make a table under

it. Have your motor, bells and electro-magnet connections handy. Sketch some of these in your notebooks.

PROBLEM 5. Draw a plan of your home. Place some of the furniture in it. What one piece of furniture would help to make each room more attractive? Could you make one of these in the school shop?

PROBLEM 6. Pretend that you are a shop foreman. How would you change the seats or benches and fur-

niture of either the shop or school room to add to the appearance and efficiency of the place? Draw a little plan to show that your suggestions have some advantages.

We didn't have many good tools with which to start some of this craft work; in fact we started from "scratch". But the quality of the workmanship, the calibre of the effort, and the spirit and co-operation of these girls is commendable.

Obituary

William White, principal of the Sunnynook school died Feb. 18 in the Hanna hospital following a very brief illness.

Mr. White, known to his friends as "Bill", was born in Medicine Hat 26 years ago and received his public and high school education there. He obtained his Normal School training at Calgary in 1936-37 and since that time had taught in various parts of the province, having been at Sunnynook since January, 1942.

Because he was a conscientious worker at all times and deeply interested in the welfare of his pupils his career in his chosen field held a promise of a very successful future. His death came as a great shock to his many friends for his sunny disposition made him a great favorite wherever he went. He will be greatly missed, not only by his family, but by his many associates both in and out of the teaching profession.



HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

SHOULD SCARCE AND RATIONED FOODS BE USED IN HOME ECONOMICS CLASSES?

This is a question which no doubt has occurred to every home economics teacher during the past few months, as she struggled with scarcities of many foods, and entire lack of others. Perhaps there never before was a time of greater need for the teaching of wise selection and better preparation of foods, than the present. Home economics teachers should be in the vanguard when it comes to knowledge in this field. The information carried home by the pupils will prove of inestimable value to their mothers in meeting the problems of food shortages. Many of our cooking procedures will have to be revised; old recipes must be modified; extenders must be used. Greater stress must be placed on the maintenance of food values in storage and cooking, and in the serving of attractively prepared foods. In many cases we will have to learn how to use unfamiliar foods and how to make the constant repetition of plentiful foods acceptable through new ways of serving them. There is no place where these things can better be taught than in the home economics classes of our schools.

Make It Go Farther

Even if we have no butter to use in our home economics classes, we can still pass on information on how to make what other people have go farther, especially when there are lunch boxes to fill every day. Here are some butter-stretchers.

Beat one pint of milk into one pound of softened butter. Chill. This is a good spread, but cannot be used in baking.

Beat one tall can of evaporated milk into one pound of softened but-

ter. This will yield two pounds of spread. Do not use in baking.

Sprinkle one tablespoon plain gelatin into one-fourth cup cold water. Let stand over hot water. Beat into one pound softened butter together with one pint of milk or one tall can of evaporated milk.

These spreads will help the family to eat as much bread as they should. This is especially important when we consider that our grain products are plentiful, and that one-third of the total energy requirement of the average person is obtained from cereal products, mainly bread. Of importance too, is the fact that our main source of vitamins B1 and B2 is bread, made of course, from whole cereals or Vitamin B flour.

In baking, lard or vegetable shortenings can be used with perfect satisfaction. Chicken fat may replace butter in making cream sauces for vegetables, meats etc. So may other cooking fats, drippings, and salad oils be used in the same way. In substituting one shortening for another in a recipe (and this also includes butter) it is satisfactory to use measure for measure.

Make Use of the Library

Just to remind you, here is a list of the home economics books in the A. T. A. Library. These books are for your use. All you need to do is send for those which you wish.

The Girl Today; The Woman Tomorrow.

By Lucretia P. Hunter.

Foods and Home Making. By Carlotta C. Greer.

From Thimble to Gown. By Ethel Van Glider.

Everyday Manners. By The Faculty of the South Philadelphia High School for Girls.

Fundamentals of Home Economics. By Milton B. Jensen, Mildred R. Jensen, M. Louisa Ziller.

Junior Home Problems (revised). By Kate W. Kinyon, L. T. Hopkins.

Meal Planning and Table Service. By N. Beth Bailey.

Foods, Nutrition and Home Management Manual. By Home Economics Circular No. 1 revised.

The Principles of Interior Decoration. By Bernard C. Jakway.
 Teaching Nutrition to Boys and Girls. By Mary Swartz Rose.
 Sharing Home-Life. By Laura Baxter, Margaret M. Justin, Lucile O. Rust.
 A Functioning Program of Home Economics. By Ivor Spafford.
 New First Course in Home Making. By Maude Calvert.
 Advanced Course in Home Making. By Maude R. Calvert, Leila B. Smith.
 New First Course in Home Making Workbook. By Maude R. Calvert, Leila B. Smith.
 Advanced Course in Home Making Workbook. By Maude R. Calvert, Leila B. Smith.
 Home Decoration with Fabric & Thread. By Ruth Wyeth Spears.
 Your Clothes and Personality. By Mildred Graves Ryan.
 Cues for You. By Mildred Graves Ryan.
 A Guide-Book for Homemaking. By Evelyn M. Herrington.
 Homemaking—An Integrated Teaching Program. By Evelyn M. Herrington.
 Homemaking Cottages. By Dept. of Public Instruction, Pennsylvania.
 Evaluation & Investigation in Home Economics. By Clara M. Brown.

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 Textile Fabrics. By Elizabeth Dyer.
 Housekeeping Workbook—How to do it. By Lydia R. Balderston.
 Behave Yourself! Etiquette for American Youth. By Betty Allen & M. P. Briggs.
 Art in Home and Dress. By Mabel Trilling, Florence Williams.
 Problems in Home Economics. By Trilling, Williams, Reeves.
 Table Service and Decoration. By Lillian M. Gunn.

L'ETERNEL ENNEMI

By PROFESSOR ALBERT L. CRU, University of Alberta

Nous lisons bien souvent les récits de la situation affreuse où les Nazis ont jeté la France. Cet état de chose, toléré et encouragé par les dirigeants de Vichy, approuvé par la sénile ambition d'un Pétain dégradé, devient de jour en jour plus insupportable, et se montre par toutes sortes de manifestations courageuses d'un peuple qui ne veut pas périr, contre l'emprise d'un vainqueur impitoyable. Mais les Barbares commencent à se rendre compte de leur destin, et les traîtres de la collaboration savent bien que leurs jours sont comptés.

Il y en a peut-être parmi nous, éducateurs de la jeunesse, qui croient encore à la vieille et stupide légende de la jalousie des Français envers les Allemands, légende propagée un peu partout par les Allemands eux-mêmes: que les Français n'aiment pas les Germains parce que ceux-ci leur sont supérieurs, et bien d'autres inepties de ce genre. La vérité, dont témoigne toute l'histoire de l'Europe, c'est que ces Germains ont toujours été les fléaux les plus redoutés du monde civilisé. Le Rhin, qui fut de tout temps le fossé de la défense de la

civilisation contre la barbarie, a été si souvent franchi, malgré les promesses et les traités, que c'est de ce côté-là que les Français ont toujours fixé leurs regards anxieux, de même que les habitants d'une région souvent secouée par les tremblements de terre, considèrent avec effroi l'approche d'une éruption qu'annoncent les grondements souterrains du volcan.

Il est peut-être intéressant, à la lumière des faits actuels, de citer deux sonnets, écrits dans la deuxième moitié du XVI^e siècle par un poète normand, peu connu aujourd'hui, mais qui eut quelque célébrité à l'époque de la Pléiade de Ronsard. Ce magistrat, Vauquelin de la Fresnaye nous parle en ces termes des Barbares:

Les Germains en France

I

Voici qu'horriblement va marchant
 par la voie,
 Et descend, tout ainsi qu'un torrent
 ravissant¹,
 Des monts de Germanie un escadron
 puissant,
 Qui veut faire de nous une effroyable
 proie.

Et déjà notre sang de toutes parts
 ondoie
 Sous le cruel effort de Mars nous
 terrassant:
 Il faut, las! que la France en son
 coeur frémissant,
 Misérable, en plein jour, ses nuits
 dernières voie.

Que diraient maintenant et ce grand
 roi François²
 Et ce vaillant Henry³ qui t'ont en tant
 d'endroits⁴,
 Cruelle, avare gent⁵, fait servir de
 litière?

S'ils oyaient⁶ notre France avec sa
 triste voix
 Renouveler ses cris aux champs, ro-
 chers et bois,
 Et par les vents en vain espandre sa
 prière?

¹ destructeur; ² François Ier, 1515-1547; ³ Henri II, 1547-1559; ⁴ en-
 droits, orthographe ancienne; ⁵ race;
⁶ entendaient.

II

Du dangereux sommeil où tu gis¹
 endormie
 Déjà par si longtemps, ô France,
 éveille-toi!
 Respire, dédaigneuse, et tes offenses
 voi²,
 Ne sois point ton esclave et ta propre
 ennemie.

Reprends ta liberté, guéris ta maladie,
 Et ton antique honneur, ô France,
 rementois³:
 Légère désormais, sans bien savoir
 pourquoi,
 Dans un sentier tortu ne donne à
 l'étourdie⁴.

Si tu regardais bien les annales des
 rois
 Tu connaîtrais avoir triomphé mille
 fois
 De ceux qui veulent or⁵ amoindrir ta
 puissance.

Sans toi, qui contre toi dépite⁶ ouvres
 le sein,
 Ces ventres de Harpies éjunes⁷ par
 souffrance,

N'auraient jamais osé passer le Rhin
 german.

¹ tu es étendue; ² vois; ³ souviens-toi;
⁴ ces deux lignes forment une inver-
 sion dont le sens moderne est: cessant
 désormais d'être légère, insouciant,
 ne va pas donner à l'étourdie dans
 un sentier sinueux. ⁵ maintenant; ⁶ ir-
 ritée; ⁷ affamés.

La dernière strophe n'est-elle pas tra-
 giquement prophétique? Le bon magis-
 trat-poète qui sait voir les choses claire-
 ment, qui n'est pas aveuglé par les
 querelles de partis (à cette époque,
 les guerres de religion, hélas!) essaye
 de nous faire comprendre que: "Sans
 toi (la France) qui, irritée ouvres ton
 sein contre toi-même (par les guerres
 civiles), ces ventres de Harpies (mon-
 stres ailés voraces avec un corps de
 vautour) affamés et souffrants n'au-
 raient jamais osé passer le Rhin". Ce
 qui en d'autres termes veut dire que
 ces vautours Germains ont profité de
 nos stupides querelles pour nous tom-
 ber dessus et nous dépouiller. Voyez
 ce que s'est passé en 1940!

Et enfin, pour désabuser nos amis
 qui auraient le coeur trop compatis-
 sant, la vue courte et la mémoire
 infidèle, permettez-moi de leur sou-
 mettre quelques chiffres dont ils
 pourront contrôler l'exactitude dans
 toutes les bonnes histoires, puis médi-
 ter.

Les Français ont vu leur pays en-
 vahé par les Germains trente-trois fois
 en 1500 ans, soit une invasion par 50
 ans, ou par génération. Voici un
 aperçu de cette tragique histoire:

Cent ans avant J.C., 300,000 Ger-
 mains, les Cimbres et les Teutons,
 traversent toute la France, pillant,
 détruisant, brûlant tout sur leur pas-
 sage. Ils furent arrêtés par Marius à
 Aix-en-Provence (Aque-Sextiae) et
 mis en pièces. Ils demandèrent la paix

et firent le serment de ne jamais revenir. Soixante ans plus tard, 240,000 Germains passent le Jura et se livrent à d'affreux pillages. Six ans plus tard, 400,000 Germains entrent en Gaule par le passage entre la Meuse et l'Oise, le même secteur choisi par Hitler en 1940. Arrêtés avant d'atteindre la Seine, ils jurent de ne jamais revenir. Soixante ans avant J.C. ils envahissent la rive gauche gauloise du Rhin. Deux cent trente ans après, nouvelle invasion, nouvelle défaite, nouvelle promesse de ne jamais revenir. Mais vingt ans plus tard, la tentation du meurtre et du brigandage est trop forte: ils passent le Rhin. Autre défaite, autre promesse solennelle de ne jamais recommencer. En 274, tout le bassin du Rhône est dévasté par les vautours d'outre-Rhin; en 275, c'est le nord de la Gaule; en 301 c'est la prise et le sac de Langres. Peu après, ils sont surpris, écrasés, et jurent, pour de bon cette fois, de ne jamais revenir. Mais comme tous les autres serments antérieurs, c'était un serment allemand... Aussi, en 351, retour des hordes germaniques sur la rive gauche du Rhin. En 354 ils vont plus loin et laissent la métropole de Lyon en ruines; en 356 c'est le tour de Besançon; en 364 ces mêmes bandes passent en Belgique qu'ils laissent à feu et à sang.


Il faudrait un volume entier pour continuer ces compilations des dévastations allemandes en France. Voici la liste chronologique des invasions germaniques en France après 364: 372, 382, 400, 410, 413, 800, 858, 978, 1124, 1214, 1513, 1521, 1523, 1536, 1544, 1552, 1555, 1567, 1569, 1576, 1587, 1636, 1674, 1675, 1707, 1708, 1744, 1792, 1793, 1814, 1815, 1870, 1914, 1940...

En 1918 ils furent battus et promirent encore une fois de ne jamais recommencer, oh! jamais! Le plus triste de cette histoire c'est que les Alliés eurent encore la naïveté de les

croire malgré toutes les tragiques leçons de l'histoire. Aussi Hitler est revenue, exactement comme les chefs de bandes teutoniques, et lorsqu'il tombera à son tour, cette "pauvre Allemagne", avec larmes de crocodile dans les yeux, viendra à genoux nous prier de tout oublier, car jamais, non jamais plus elle ne repassera le Rhin!

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Official Bulletin, Department of Education

No. 11

DEPARTMENT'S SUMMER SCHOOL WILL CLOSE ON JULY 30th

Because of the early opening of the Normal Schools this year on August 4th, it will be necessary to shorten the Department's Summer Schools at Edmonton and Calgary. These Summer Schools will open on Thursday, July 1st and close on Friday, July 30th—not on Friday, August 6th, as stated in the Summer School Announcement. Classes will meet on Saturdays, July 10th, 17th and 24th, in order to make up some of the time lost through early closing.

SPECIAL NOTICE RE ACCOMMODATION FOR SUMMER SCHOOL STUDENTS

This year the demand for living accommodation at Edmonton is much greater than last year; and at Calgary the situation is much the same.

Teachers who intend to enrol for summer-school courses either at Edmonton or at Calgary should proceed as soon as possible to make their arrangements for lodging; for if they leave such arrangements until a day or two before the opening of the session, they are almost certain to be disappointed. Their first step should be to communicate with relatives and friends in the city. The Bursar's Office at the University will keep a list of private homes and other places where accommodation may be secured, but the number of these will be limited. Neither the Bursar's Office nor the Summer School Office can undertake to make arrangements for accommodation.

The important thing is to begin now to make your arrangements.

SHOP AND HOME ECONOMICS COURSES TRANSFERRED TO CALGARY

Recent changes in the arrangements providing for the War-Emergency Schedules of the Dominion-Provincial Youth Training Programme have made it necessary to transfer the Department's Summer-School courses in General Shop and Shop Subjects and in Home Economics from the Technical High School, Edmonton, to the Western Canada High School, Calgary.

SUMMER-SCHOOL STAFF EDMONTON SESSION, 1943

Director—G. S. Lord, M.A., LL.D., Principal of the Edmonton Normal School.

Course No. 2: Art for Junior Grades—Miss Genevieve Twomey, Normal School, Edmonton.

Course No. 11: Arts and Crafts I—W. F. Irwin, Western Canada High School, Calgary.

Course No. 12: Bookkeeping I and Course No. 16: Curriculum and Teaching Procedures—C. M. Hollingsworth, McDougall High School, Edmonton.

Course No. 17: Economics—Miss Mary Crawford, Victoria High School, Edmonton.

Course No. 21: Typewriting I—P. B. Rose, Strathcona High School, Edmonton.

Course No. 25: Child, School and Society—J. E. Gilles, Normal School, Edmonton.

Course No. 27: Activity Programme for Division I—Miss Jessie McKin-

non, Normal Practice School, Edmonton; Miss Bernice Batchelder; Miss Annie C. Roberts, Normal Practice School, Edmonton.

Course No. 28: Activity Programme for Division II—Miss M. B. Ricker, Normal Practice School, Edmonton; Miss Rose Yonkers, Foremost S. Div.
Course No. 29: The Programme for the Intermediate School—Dr. J. C. Hewson, Inspector of Schools, Castor; M. W. MacDonald, Principal, Normal Practice School, Edmonton.

Course No. 31: Principles of Education — W. D. McDougall, Normal School, Edmonton.

Course No. 32: The School and the Community—Leonard Bercuson, Correspondence School Branch, Department of Education.

Course No. 33: Intermediate English and **Course No. 34:** Junior English—Miss Olive Fisher, Normal School, Calgary; Miss Lorene Maguire, Victoria High School, Edmonton; Miss Bernice Batchelder, State Normal School, Johnson, Vermont.

Course No. 36: First Aid and **Course No. 40:** Home Nursing—Miss E. A. Hastic, Normal School, Edmonton.

Course No. 38: Health I and **Course No. 39:** Health II—Miss Rae Chittick, Normal School, Calgary.

Course No. 45: Choral Music—N. J. Kennedy, Normal Practice School, gary.

Course No. 46: Intermediate School Music and **Course No. 50:** Music Appreciation — Mrs. Cornelia Higgin, Normal School, Edmonton.

Course No. 47: High School Music and **Course No. 49:** Music Theory II — J. N. Eagleson, Mus. Bac., Supervisor of Music, Edmonton.

Courses Nos. 51 and 52: Folk-dancing I and II—Miss Marjorie Davidson, Supervisor of Physical Education, Edmonton.

Physical Education—Ralph O. Pritchard, Norwood School, Edmonton.

Course No. 61: Mental Hygiene for Schools and **Course No. 64:** Psychology of Childhood II—Miss Esther

Prevey, Kansas City Junior and Teachers College, Kansas City, Missouri.

Course No. 62: Guidance—R. L. Whitney, Red Deer.

Course No. 65: Psychology of Adolescence—J. E. Gilles, Normal School, Edmonton.

Course No. 67: Class and Field Work in Science—J. R. Tuck, Normal School, Edmonton.

Course No. 69: Democracy — Miss Mary Crawford.

Course No. 72: Chemistry 2—H. E. Tanner, Strathcona High School, Edmonton.

Course No. 73: Spanish—C. F. Baker, Alberta College, Edmonton.

Special Course for Retrainees—G. K. Haverstock, Normal School, Edmonton, and assistants.

SUMMER SCHOOL STAFF CALGARY SESSION, 1943

Director — G. F. Manning, M.A., Principal, Normal School, Calgary.

Course No. 2: Art for Junior Grades —Miss Helen Stadelbauer, North Calgary School.

Course No. 12: Bookkeeping I—C. J. Everest, Western Canada High School, Calgary.

Course No. 21: Typewriting—C. J. Everest; Miss Isabel Breckon, Western Canada High School, Calgary.

Course No. 27: The Alberta Activity Programme for Division I—L. W. Kunelius, Inspector of Schools, Westlock; Miss I. M. Grant, Normal School, Calgary.

Course No. 31: Principles of Education — J. F. Watkin, Inspector of Schools, Wainwright.

Course No. 32: The School and the Community — J. D. Aikenhead, Inspector of Schools, Claresholm.

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Course No. 36: First Aid and Course No. 38: Health I—W. J. Hackett, James Short Junior High School, Calgary.

Course No. 45: Choral Music and Course No. 46: Intermediate School Music—Mrs. McIlvena McLeod, Lethbridge.

Course No. 47: High School Music—Miss Mary Jackson, Balmoral Intermediate School, Calgary.

Course No. 49: Music Theory II and Course No. 50: Music Appreciation—I. H. Graham, Normal School, Calgary.

Physical Education — P. B. Nelson, Gleichen.

Course No. 65: Psychology of Adolescence — Dr. C. Sansom, Normal School, Calgary.

Instructors in Shop and Home Economic Courses

Course No. G1: General Shop Seminar — Lloyd Elliott, Elbow Park School, Calgary.

Course No. G2: Arts and Crafts II—T. E. Hughes, Supervisor of Industrial Arts, Edmonton.

Courses Nos. G3 & G4: Drafting I and II—L. E. Pearson, Institute of Technology and Art, Calgary.

Courses Nos. G5 & G6: Electricity I and II—F. N. Rhodes, Institute of Technology and Art, Calgary.

Course No. G7: Metal Work—J. C. Laing, Calgary.

Course No. G8: Automobile Mechanics—F. G. Forster, Lethbridge.

Courses Nos. G9 & G10: Woodwork I and II—F. E. Graham, Calgary.

Course No. H1: The Integrated Programme in Home Economics—Miss Grace Duggan, University of Alberta, Edmonton.

Courses Nos. H2 & H3: Fabrics and

Dress I and II—Mrs. A. Michalenko, Saskatoon, Sask.

Courses Nos. H4 & H5: Foods I and II—Miss Ferne Edwards, Western Canada High School, Calgary.

Course No. H6: The Home Centre: Home-making and Home management—Miss Jean Irwin, Highlands School, Edmonton.

TIME OF REGISTRATION FOR CORRESPONDENCE COURSES

The attention of teachers is drawn to the date for the acceptance of applications for correspondence courses. The Correspondence School Branch will be in a position to accept applications as in the past, and there is no reason why students should not make application early. By so doing, they will be sure to obtain texts and many may be able to begin work by September 1st.

Please urge all students who will be taking all of their courses by correspondence, and any who know definitely the correspondence courses for which they will be registering, to make application, if at all possible, before September 1st. If they are writing for particulars about courses, they should do so early in August.

SPECIAL TESTS FOR ADMISSION TO THE NORMAL SCHOOLS

Every high-school principal is asked to explain to his students that candidates will be admitted to the Normal Schools this year in two groups: the first on August 4th, and the second on November 1st.

Candidates who will have qualified for the High-School Diploma may be admitted in the first group; while candidates who cannot qualify for the High-School Diploma, but who hold 85 or more high-school credits, with at least "B" standing in English 2 and Social Studies 2, may be admitted in the second group.

All candidates of either group are required to write on the Special Tests for Admission to the Normal Schools, to be given at all examination centres of the Province on Tuesday, June 1st.

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27651 Edmonton Jasper Ave.

The tests will include a General Test, a test on English Language, and a Survey Test on Mathematics and Science.

SPECIAL REGULATIONS GOVERNING ADMISSION TO THE NORMAL SCHOOLS, 1943

On August 4th.

Candidates for teacher-training who have qualified for the High-School Diploma, and whose achievement on the Special Tests, described above, is satisfactory, will be admitted on August 4th for a three months' training course. All candidates are admitted to this early session on the understanding that they will serve as trainee-teachers in rural schools as their services are required. On completing this course successfully, candidates will be sent out as trainees to rural schools on November 1st, where they will remain during the months of November, December, January and February, and possibly longer. Since it is impossible to forecast accurately the number of trainees that will be required in rural schools this fall, the length of their service as trainees cannot be fixed in advance. Special circumstances may make it necessary to extend the period of trainee service, and to change, accordingly, the provisions for completing the year's work and certification requirements. Those who have completed successfully all of the Normal School training that is required during the year, and whose service as trainee-teachers has been satisfactory, will be granted a war-emergency interim teacher's certificate.

On November 1st.

Candidates for teacher-training who have qualified for **eighty-five high-school credits**, with at least "B" standing in English 2 and Social Studies 2, and whose achievement on the Special Tests is satisfactory, will be admitted on November 1st for a training course of 7½ months, ending June 16, 1944. On completing this course with satisfactory achievement,

they will be granted a High-School Diploma and a war-emergency interim teacher's certificate.

Age.

The age requirements are such that all candidates must attain the age of eighteen years on or before June 30, 1944.

RE RECORDING FEES

The Department wishes to draw attention to the fact that all teachers should make sure of indicating in the space provided for that purpose in the Confidential Report on non-examination subjects all students who are taking correspondence instruction in non-examination subjects, as well as classroom instruction.

Neglect in this respect causes unnecessary delay and correspondence with regard to recording fees.

RE RESIGNATIONS

Teachers are reminded that under the provisions of the School Act resignations must be submitted to School Boards not later than July 20. This provision continues in effect for 1943 despite the lengthened vacation period.

Teachers who resign after that date without the consent of their employing board or of the Minister leave themselves liable to discipline by the Association or suspension of certificate by the Minister.

NO. 2 CANADIAN ARMY UNIVERSITY COURSE

This year the University of Alberta will conduct an Army Training Course open to selected candidates who on August 1, 1943, are over 17 and under 20 years of age, and who have matriculation standing (especially in Mathematics and Science) and the necessary military qualifications.

Prospective candidates should make application to the Registrar of the University, who will assess their educational qualifications, advise them regarding their eligibility for enlistment, and supply further information about the training course.

The Fight of the Norwegian Teachers

IV. THE WEAPON OF TERROR

Their Spirit remained Firm

NEVERTHELESS, all reports confirm that the spirit of the teachers remained on a high level. Forced together in common suffering, a fine comradeship developed between all of them. Above all, they had the firm assurance that the whole of the Norwegian people were with them. As they had made their journey from Grini or from other camps and prisons to Joerstadmoen, time and again they had heard through the locked doors of the cattle trucks the sound of friendly voices cheering them on with words of encouragement and Norway's National Anthem, "Ja, vi elsker . . ." The knowledge that they were not alone in their struggle—that they were, indeed, in the very forefront of the whole national fight for freedom—enabled them to stand up against a cruel and relentless pressure aimed at breaking body and soul.

After fourteen days of this terror régime, 20 out of the 700 teachers collapsed completely and agreed to withdraw their resignation from the "Teachers' Front," whereupon they were released, together with 30 others, in order to give the quisling authorities the opportunity of announcing that 50 teachers had recanted. The remaining 650 teachers held out against all pressure and threats, in spite of cold, sickness and lack of food. Eventually, 150 of the older teachers were sent back to Grini Concentration Camp. On their journey back they were treated with the same cruelty as on the journey out. Although many of them were ill they were driven like cattle to the railway station and when local townspeople crowded round to give them cigarettes, coffee and food the German guards seized the gifts and dashed them to the ground, even

tearing jugs of coffee out of the people's hands and pouring it out on to the platform. When the train stopped at Loenga, many people, including wives and children of some of the teachers, rushed towards it. Fifty S.S. soldiers charged the crowd, shouting wildly: "Get out of the way or you will be shot!" A woman who did not get out of the way quickly enough was struck in the face and knocked down.

s.s. "Skjerstad"—a Floating Black Hole of Calcutta

Meanwhile, for the remaining 500 teachers an even worse fate was in store. On April 13 they were sent by train to Trondheim, stowed again in unheated cattle trucks in which they were so tightly packed together that they had to stand during the whole journey. The journey lasted sixteen hours, and during the whole time they were given no food. At Trondheim they were bundled on board the s.s. *Skjerstad*, an old wooden vessel built in 1904, whose normal complement is 250. The ship had been out of service for several years, and had only been floated again by the Germans because of their acute shortage of tonnage. The fifty German guards who accompanied the teachers took over all the private cabins and sleeping bunks. The 500 teachers were packed into the holds, where they had barely standing room. Many of them were ill or in a state of collapse as a result of the terrible experiences they had undergone during their three weeks of torture at Grini and Joerstadmoen. So weak were the majority of them that they were unable to stand, and having no room even to lie or sit on the floor they just fell in a heap on top of one another. Eyewitnesses have described the condi-

tions in the holds in the following words:

"A tiny gleam of light shone through from above, but there was no fresh air. There was a fearful stench, and one heard the despairing moan of the sick."

Dock workers went home with their eyes streaming with tears on account of what they had seen.

Appeals Ignored

None of the teachers knew where the ship was bound for, although it was believed that they were to be taken to Kirkenes or Petsamo and put to work on dangerous tasks such as trench digging behind the German-Finnish lines. A number of the teachers, fearing that their sick comrades would not come through the journey alive, declared that they would be willing to withdraw their resignations from the "Teachers' Front." A local physician, Dr. Rian, a member of the Nasjonal Samling Party, was eventually allowed to go on board and examine some of the teachers. The report which he brought back was so horrifying that even the local quisling authorities were alarmed and the quisling County Governor, Prytz, a personal friend of Quisling, sent him the following telegram on April 14:

"S.S. Skjerstad, with some 500 teachers, guards and crew on board, is due to leave Trondheim. The hygienic conditions on board are extremely bad according to the report of Dr. Rian, a member of the Nasjonal Samling. Many cannot even lie down at night but must stand, as the ship has only room for 250 persons. Many of the teachers are very ill with pneumonia, gastric ulcers, asthma, bronchitis, haemorrhage and mental derangement. There are only two closets for everybody. The cookhouse can only provide for 250 and cannot supply sufficient food for the journey. The water supplies are totally inadequate. Several of the teachers are willing to join the Laerersam-

band. I suggest that all the teachers should be medically examined."

Bishop Stoeren and twenty-eight clergymen of the county of Trondelag joined in the appeal for mercy, sending the following telegram to Skancke, the "Minister" of Church and Education:

"In the name of Jesus Christ and of humanity, the undersigned clergymen beg for mercy to be shown to the 500 teachers who are now about to be sent to the North. We cannot be silent about the sufferings which we know them to be undergoing. The echo of these sufferings will soon be heard over the whole land."

Similar appeals were sent to Reichskommissar Terboven.

Quisling's reply was worthy of the man. In a telegram to Bishop Stoeren he said:

"The measures which are being taken against Norway's teachers are a direct consequence of the treasonable activities engaged in by Bishop Berggrav and Dean Fjellbu. The duty of the clergy is now to bring back on to the right path those who have been led astray. If this is not done further measures may be necessary."

Terboven was equally deaf to all appeals. He declared that the teachers had been given their last chance to recant at Joerstadmoen and he ordered the ship to continue its journey to the North.

Journey of Death

On Tuesday, April 14, the Skjerstad set out on its journey of death. Before it left, Dr. Rian had been able to obtain permission to bring ashore four of the worst cases: one suffering from pneumonia, one from haemorrhage, and two who had been driven out of their minds by their sufferings.

On April 16 the ship arrived at Bodoe, where no one was allowed to go on board except some representatives of the Norwegian Red Cross, who took with them a little food. On

April 23 it reached Tromsøe. When it arrived, the whole of the harbour area was blocked in order to prevent any contact between the local population and the teachers, and not even the local Red Cross was allowed to go on board this time. The news of the brutal treatment of the teachers had preceded the ship, and when it arrived the whole of the people of Tromsøe were in a ferment of indignation. Unable to come in contact with the teachers, the population made a collection on behalf of the teachers' relatives. Somehow the Gestapo got to hear of it, and seized all the money collected.

On April 25 the *Skjerstad* arrived at Hammerfest, from where it was reported that all the teachers were maintaining a steadfast attitude and not one of them was now willing to withdraw his opposition to the *Laerersamband*.

It is not yet known when the ship reached its destination, or what the conditions were on board when it arrived. What is certain is that the final section of the journey around the storm-tossed waters of the North Cape must have been agony for that human cargo of sick and helpless men. Everything possible will be done by the Germans to draw a heavy veil of silence over the end of the story, and it may be some time before the ultimate fate of these men is known in this country.

Teachers in the Front Line

Already, however, the news of their heroic stand under terrible sufferings is known throughout the length and breadth of Norway. It has aroused the people to a white heat of indignation which would boil over into open revolt were it not for the self-discipline which enables the people to reserve the open expression of their wrath until the Allied offensive gives them the signal that the day of reckoning has come.

The Norwegian people are well aware what is at stake in this struggle. They know how much for the future of Norway's fight for freedom and democracy has depended upon whether the teachers could maintain an unbroken front against the Nazis. Quisling's plans were well known. If the teachers had meekly accepted membership of the "Teachers' Front" he would then have proceeded to the regimentation of other groups and professions. The long-postponed "Labour Front" would have been inaugurated, together with a "Peasants' Front," a "Fishermen's Front" and so on. These various totalitarian organisations, all under the control of quislings, would then have appointed representatives to a Riksting (National Assembly) which would have legalised Quisling's appointment as "Minister-President" and provided a sham representative basis for his "National Government." Quisling would then

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have "made peace" with Germany; Norway would have been declared a "Sovereign State" and would have joined the Anti-Comintern Pact. The stage would then have been set for the raising of a conscript army to fight in the "Crusade against Bolshevism."

The teachers' fight has smashed Quisling's plans to pieces. It has encouraged all other sections of Norwegian society to maintain the same firm front against Nazi Gleichschaltung.

The situation cannot be summed up better than in the words of a letter which was smuggled out of Norway a few days ago:

"The vast majority of people in Norway now clearly understand that the period from February 1 this year until the present time is the most important period in the whole of that part of Norway's struggle for freedom which is be-

ing waged on the home front. What has happened is nothing less than a popular rising against Nazism of such dimensions that it completely puts in the shade everything else that has happened in Norway since September 25, 1940. Quisling's blow against Norway's youth, by the decrees about the Laerersamband and the Nasjonal Samling Youth Service, drew practically every Norwegian home into the struggle.

"When, in the last days of February, thousands of parents saw their children come home from school weeping because their teachers had told them what might happen, namely, that at almost any moment they might be arrested because they were not willing to give the children an un-Norwegian education, it became clear to all that now the fight must be taken up, cost what it might."

(To be Continued)

FINANCIAL STATEMENT OF SUMMER SCHOOL STUDENTS' UNION

EXHIBIT "A" STATEMENT OF RECEIPTS AND DISBURSEMENTS For the 1942 Session (Year ended October 31, 1942)

| Receipts | | | |
|--|-----------------|----------|----------|
| Fees | \$1,090.00 | | |
| Bond Interest | 16.25 | | |
| Sale of Equipment | 20.00 | | |
| | <u>1,126.25</u> | | |
| Disbursements | | | |
| Athletics | | | |
| Awards | \$ 72.78 | | |
| Golf | 6.00 | | |
| Soft Ball | 82.60 | | |
| Tennis | 85.00 | | |
| Swimming | 11.30 | 257.68 | |
| Entertainment | | | |
| Dances | 431.35 | | |
| Teas | 37.87 | | |
| Films | 15.00 | | |
| Picnic | 37.06 | 521.28 | |
| Administration and Sundry | | | |
| Honoraria | 200.00 | | |
| Bulletin | 22.50 | | |
| Telephones | 11.16 | | |
| Printing and | 32.04 | | |
| Stationery | 26.94 | | |
| Committee Expen. .. | 11.23 | 303.87 | 1,082.83 |
| Sundries | | | |
| Excess of Receipts over Expenditures | | \$ 43.42 | |
| Represented by | | | |
| Balance on Deposit with University of Alberta October 31, 1942 | 579.20 | | |
| Balance on Deposit with University of Alberta October 31, 1941 | 535.78 | | |
| Increase in Funds | <u>43.42</u> | | |

EXHIBIT "B" STATEMENT OF ASSETS AND LIABILITIES As at October 31, 1942

| Assets | | |
|---|---------------|-------------------|
| Current Assets | | |
| Balance on Deposit with University of Alberta .. | | 579.20 |
| Dominion of Canada War Loan Bond (at Cost) | | 505.00 |
| Total Current Assets | | <u>1,084.20</u> |
| Fixed Assets | | |
| Office Equipment | 46.25 | |
| Sports Equipment | <u>125.00</u> | <u>171.25</u> |
| | | <u>1,255.45</u> |
| Liabilities and Surplus | | |
| Liabilities | | \$ — — |
| Surplus | | |
| Balance as at October 31, 1941 | | 1,040.78 |
| Add: Excess of Receipts over Disbursements for 1942 Session | 43.42 | |
| Fixed Assets Capitalized during 1942 Session .. | <u>171.25</u> | <u>214.67</u> |
| | | <u>\$1,255.45</u> |

Edmonton, Alberta.

April 15, 1943.

We have audited the accounts of the Summer School Students' Union for the year ended October 31, 1942, and have received all the information and explanations we have required. In our opinion the above Statement of Assets and Liabilities, Exhibit "B", is properly drawn up so as to exhibit a true and correct view of the state of the Union's affairs, according to the best of our information, the explanations given to us, and as shown by the books.

Winspear, Hamilton & Co.,
Honorary Auditors.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ALIX-MIRROR

The Alix-Mirror A.T.A. Sub-local held a meeting on April 4th at Mirror, with 15 members present. The business meeting was held at the school. Then we went to the home of Mrs. Dennis, where we were given a very interesting and educational lecture on First Aid by Mrs. Dennis. Mrs. Dennis then served us a most delicious lunch.

BON ACCORD-GIBBONS

The March meeting of the Bon Accord-Gibbons Sub-local was held at the home of Mr. and Mrs. F. H. Walker. The resolutions being sent to the A.G.M. were read and approved. Mr. N. S. Roberts and Mr. J. Sherbanuk will be delegates to the Easter Convention. Suggested amendments to the constitution were discussed. On April 16th the Sub-local meeting was held at the home of Misses Eileen and Mary Sauder. The Statement Regarding Current Rumors and Mr. Ansley's reply were read. A short discussion concerning the hospitalization schemes suggested in The A.T.A. Magazine followed. A motion that the teachers go on record as being in favor of the annual local track meet sponsored by the Bon Accord Community was carried. The May meeting will be held at the home of Mr. and Mrs. J. Sherbanuk at Fedorah on May 14th.

BOYLE

On April 10th a meeting of the Boyle Sub-local of the A.T.A. was held in the Boyle High School. A report was given by the secretary-treasurer on the moving picture projector which was purchased recently. Such matters as funds received, expenditures and future schedules for the machine were dealt with. Mr. T. C. Gamble was chosen as delegate to the Easter Convention. Resolutions to be presented at the Easter Convention were considered. Plans were discussed regarding a Track Meet to be held on May 24th in Boyle. Following the meeting, lunch was served at the home of Mr. and Mrs. Maclean.

BRUCE

The regular monthly meeting of the Bruce Sub-local took place in the school on Tuesday, April 7th. Mr. Hemphill was unanimously elected as our delegate to the Annual General Meeting. A statement from the Provincial Executive concerning the proceeds from the levy of \$1 fee for the Vegreville Strike Fund was read and discussed. The proposed amendments to the Bylaws were reviewed. The general feeling was that the reasons for some of the amendments were somewhat vague. Plans

for the forthcoming Festival-Concert were discussed. We were pleased to note that teacher co-operation in this work was almost 100%. It was agreed to draw up a complete program at the next meeting on Tuesday May 4th.

CLARESHOLM

The regular monthly meeting of the Clareholm Sub-local was held in the Home Ec. room on March 13th. The greater part of the meeting dealt with a discussion of salary schedules. Following this discussion, Mrs. Wm. Harper gave a review of the book, "Secondary Education for Youth in Modern America," which was much enjoyed. A delicious lunch was served by Miss McKay and Miss G. De Forest.

The April meeting of the Clareholm Sub-local was held in the Home Ec. room on April 10th with the president, Mr. Grant, in the chair. A lengthy discussion was held concerning the resolutions to be brought before the A.T.A. Easter Convention. Plans were made for the May meeting. A delightful lunch was served by the hostesses, Miss Lind, and Miss Gibson.

CROW'S NEST PASS

The C.N.P. Local held its March 24th meeting at Blairmore with Mr. W. Jallat presiding. Two resolutions to be brought up at the A.G.M. were approved. These dealt with the necessity of (1) raising the fees of A.T.A. members in order to increase a fund to meet such financial conditions as were required in the Vegreville Strike. (2) the appointment of specialists to give child guidance in our schools. Mr. Cousins was appointed to attend the A.G.M. to replace Miss Dibblee who was unable to accept a previous nomination. Considerable discussion took place regarding: (1) New proposed School Act Amendments. (Oct. 10 opening date.) (2) Status of lapsed certificates. (3) Financial condition of the Association. (4) Payment of salaries (by law) in 12 instalments. With increased transportation difficulties making it difficult to hold regular monthly meetings, the Executive of the Local was authorized to decide as to the best remedy. The Sub-locals were instructed to hold meetings to discuss instructions to delegates.

EDSON

The Edson Town Sub-local held a short A.T.A. meeting in the Home Economics room on April 5th. Miss M. McKinley resigned as District Councillor and the matter of a new councillor was tabled until the next meeting. Mr. G. French gave a report on an Executive meeting of the Edson Local which was held in Evansburgh on April 3rd. A dainty and enjoyable lunch was served by Mrs. D. Dobson and Miss A. Simonson.

The Edson Local met at the Evansburg teachers' residence on March 28th. It was agreed that we support Messrs. T. D. Baker, H. C. Melsness, and G. C. French for the Presidency, Vice-Presidency, and as Geographic Representative respectively, in the coming election. Mr. G. C. French was appointed delegate at large to the A.G.M. Mr. French gave a very interesting suggestion for creating interest in Sub-local work, concerning experimentation work. Following the meeting a nice lunch was served by Mrs. Platt and Miss Konigson.

FAUST-KINUSO

The April meeting of the Faust-Kinuso Sub-local was held in Kinuso teacherage on

UNCLE GEORGE SAYS:

Uncle George says that the reason that so many school marms have headaches is because they do not take enough aspiring tablets.

April 10th with eight members present. (a) Correspondence was read; (b) Resolutions for A.G.M. were read and considered. (c) Track Meet was discussed and list of events drawn up. Evening's entertainment took the form of a dance held in the local hall. A short program was held consisting of dances, folk and tap, by Mrs. Hadley's school class, and a tap dance by Miss Evanuk. Music and dancing were enjoyed by all.

FORESTBURG

The Forestburg Sub-local met on April 12th at the Galahad School with thirteen members present. Mr. Brown, the Secretary of the Killam Local gave a resume of the work of the last meeting. The Divisional Board and the Salary Negotiating Committee are considering a salary schedule based on the \$900 statutory minimum plus 2½%, or a basic salary of \$922.50, which is very close to the previous offer made before the \$900 minimum was passed. Voluminous correspondence was on hand airing the views of the candidates in the forthcoming A.T.A. election and voicing reasons pro and con for the lack of harmony in our governing body. While those present were not entirely agreed as to the real cause of the trouble, all were in favor of getting the causes of complaint out in the open. They felt that our profession was getting a black eye by this undercurrent of bickering and dissension and hoped the A.G.M. would clear the causes of lack of unity and harmony among those who are elected to guide the affairs of the teaching body in the province. The resolutions were then discussed in order to give our delegates the feeling of our Sub-local on the various points under consideration. The feeling was voiced by several members that some plan should be evolved whereby our district representatives would be in closer touch with the various Locals and Sub-locals in their respective districts, which would keep our members better informed as to the questions considered and work accomplished at meetings of the Central Executive. The next meeting was scheduled to take place at Hastings Coulee on Saturday, May 8th.

HARDISTY

The regular monthly Hardisty Sub-local A.T.A. meeting was held in Hardisty at the home of Mr. Peterson on April 10th. Seven members were present. Various circulars on the coming election were read and discussed.

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The SHASTA

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Miss Gladys Siebrasse gave a detailed report on the salary schedule. At the regular February meeting it was decided, due to gas rationing, not to hold a festival this year. However each member was urged to carry on some work in this line in each individual district. Mrs. Gwen Manning had been previously chosen for our member to the A.G.M. The remainder of the meeting was spent in discussing the A.G.M. resolutions. A very delicious lunch was served by Mrs. Peterson.

HIGH PRAIRIE

A meeting of the High Prairie Sub-local was held in the Grade Two Room on Saturday, April 3rd. Miss Lopatka presided. Discussion followed with regard to the Pension system. Salary Schedule and the Track Meet. We adopted a new basis for the awarding of cups at the Track Meet. The date of the Meet was not definitely settled. At the close of the meeting lunch was served.

ISLAY-KITSCOTY

A final meeting before festival and Easter Convention was held on Friday, April 16th, at 8:00 p.m. in the Intermediate Room at Kitcoty. The importance of forthcoming events seemed to warrant a greater attendance than was had. No doubt attendance would have been greater except for the present state of roads. The old business discussed centered around a few details regarding rules of the festival. One of these which deserves mention is—From the 10 and 11 years class up, in musical entries, three verses are to be sung where there are three verses. A new point brought up here was the introduction of "expressive reading" from Grades IX to XII inclusive. This will place emphasis on a pupil's ability to read and interpret for himself a new piece shown him just shortly before his time for giving it. The matter of a "Local Track Meet" will be settled at the general meeting in Lloydminster on April 17th. The correspondence proved a vital matter to all interested and active members of the A.T.A. Mr. H. White was voted a grant of fifteen dollars to cover his expenses as delegate to the A.G.M. The resolutions brought up caused considerable discussion and inquiry. Your correspondent believes that last word is of a great deal of significance. Many of us felt just a bit hazy about A.T.A. affairs, until we got together and asked our executive. It seems that while some are absent—in fact many—we can never hope to have a very unified action. The next meeting will be held at the same place on May 19th at 8 o'clock. Be sure to get there as your delegate will be giving his report. No doubt there will be quite a bit of substance to this.

LACOMBE RURAL

The February meeting of the Lacombe Rural Sub-local was held in the Home Economics room of the Lacombe School, with Mr. A. Kuebach presiding. Miss R. Moore was elected councillor by acclamation and Mr. A. Kuebach was chosen as delegate to the A.G.M. Superintendent L. A. Thurber distributed sample copies of the Laycock Tests of Mental Achievement and outlined objectives to be attained in Division I in the light of recent trends. It was agreed that mimeographed copies should be made and distributed to members. Miss E. Hart reported on "The Modern Elementary School" by Dr. A. B. Currie, and a discussion followed. A committee to conduct a discussion

an Social Studies at the next meeting was selected. A further sum of money was collected for the Strike Fund. Tea was served by the staff of the Blackfalds school.

MEDICINE HAT

The spring meeting of the Medicine Hat Sub-local took the form of a bowling party on April 7th with the Elm Street School teachers as hosts. Following the game the members adjourned to Toronto Street School for the business meeting at which Inspector I. Walker and Mr. R. Allen briefly outlined the benefits of becoming shareholders in the Credit Union. Messrs. E. Ansley, C. Peasley and O. Appleton were appointed delegates to the A.G.M. At the completion of the business meeting tea was served at tables artistically decorated in spring colors and centered with bunny vases of pussy willows.

MOUNT RUNDLE

The third meeting of the Mount Rundle Local was held in Banff on March 30th. Seventeen members were present. A letter from the General Secretary re Vegreville Settlement was read. It revealed that we had been misinformed when told that the Association had a reserve large enough to carry the Vegreville teachers over for six weeks. Mr. Barnett stated there was no reserve for that purpose. Our Local was one of the few whose members had paid in full the levy for two months in support of the Vegreville teachers. We voted against proposed amendments to General Bylaws Nos. 22, 31 (1) and (2), 31 (5) and 35. Two delegates, Miss A. Wright and Mr. R. LeBlanc, were elected to attend the Easter Convention in Edmonton.

NEWBROOK

At the first meeting of the Newbrook Sub-local, held at Newbrook School on March 20th, the following officers were elected: President, Mr. Alex Konasevitch; Sec.-Treas., Miss Anne Pencuk; Press-Correspondent, Mrs. Nancy Tomnuk; Social Conveners, Miss Lecadak, Mrs. S. Buerger, and Mrs. Victoria Croswell. Mr. A. Konasevitch was chosen as delegate for the Easter Convention. A discussion was held on the work carried on by the schools to aid the Junior Red Cross.

SPRUCE GROVE-STONY PLAIN

The fifth meeting of the Spruce Grove-Stony Plain Sub-local was held in the Stony Plain High School on Thursday, March 11th. A letter from Miss Cheshire was read. It was decided to send a summary of meetings to the Local, to be published in the newsletter. The business of the evening centered around nominations for A.T.A. Executive, salary schedule, track meet, and delegates to the A.G.M. Mr. Eichenlaub gave a lengthy explanation of both proposed salary schedules. It was also suggested that information regarding income tax and hospitalization be included in our local newsletter. Mr. Nordon was made A.G.M. delegate by acclamation. After adjournment of the business meeting Mr. and Mrs. Nordon delightfully entertained the members.

The sixth meeting of the Spruce-Grove-Stony Plain Sub-local was held at the High School in Stony Plain on April 8th with Mr. Nordon presiding. Mr. Eichenlaub informed the teachers that the salary schedule had finally been settled. A discussion followed on the resolutions found in the pamphlet to be presented at the A.G.M. Track Meet was the next topic. All teachers present

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were in favor of holding such a meet and a meeting to arrange details will be held sometime in the near future. Following adjournment, lunch was served at the home of Miss A. Miller.

STETTLE

The executive of the Stettler Local met on March 27th. The failure of some teachers to pay the strike levy was discussed at length. It was felt that payment of this levy was a very necessary duty of each and every teacher. The electoral vote ballot was voted on by the executive. The executive feels that The A.T.A. Magazine should contain information about the candidates who are in the running for positions on the Provincial Executive. Salaries were also a point of discussion. Fortunately roads and gas have not curtailed our meetings as yet.

STONY PLAIN

The Stony Plain Local Executive met in the A.T.A. Chambers on the afternoon of March 20th. The President explained that copies of the proposed schedules were not circulated due to illness of the office staff. The salary schedule discussion with suggested amendments was the business of the day. Nominations of A.G.M. delegates were accepted: Seba, Mrs. Rose Moore; Winterburn, Mr. Souch, Miss Fleming, Mr. Anderson; Spruce Grove-Stony Plain, Mr. Nordon. The Executive and the A.G.M. delegates met in the A.T.A. Chambers on April 17th. A.G.M. resolutions were discussed and instructions given to the delegates. Mr. Eichenlaub presented the revised and accepted salary schedules, one for the years 1942-43 and another for 1943-1953, the latter subject to changes as mutually agreed upon. We take this opportunity of thanking the Negotiating Committee for their continued effort in improving the Divisional salaries.

STRATHMORE

The first meeting for three months of the Strathmore Sub-local A.T.A. was held in the High School on April 8th. Mr. Addison, Principal of Carseland Consolidated School, Vice-President, was in the chair. Ten members were present. The whole time of the meeting was devoted to business. The following matters were discussed: Salary schedule, Elections for the Provincial Executive, Resolutions to the A.G.M., the Annual Sports Day, which will take place on Friday,

Uncle George says that a ring around the moon means rain.

A ring around a school marm's finger also means a reign.

May 21st. The next meeting will be held on May 12th, when final arrangements will be made for the Sports Day and reports of the Salary Negotiating Committee and Delegates to the A.G.M. will be given. There are some twenty-three members of the Sub-local and we trust that we shall have a full attendance at this meeting.

SUNDRE

The April meeting of the Sundre Sub-local was held in Sundre. The meeting was devoted to the discussion of the resolutions for the A.G.M. Many and varied were the instructions given to our delegate. We are looking forward to his report on the meeting next month. The May meeting will be held in Sundre on May 16th and we will discuss mainly the A.G.M. and the coming track meet.

THORSBY

The Thorsby Sub-local held a meeting on March 18th in the Senior Room of the Weed Creek School. Mr. Stroscheln presided. Mr. Pailer was elected as the representative to the A.G.M. Discussion followed of the following topics: 1. Voting for candidates for the new A.T.A. Executive. 2. Items presented by Local Executive, such as (a) Enforcement of The School Attendance Act. (b) Periods of entry for beginners in school, and (c) Health services in our schools. Preliminary arrangements were made for another Spring Track Meet. On April 1st the Thorsby Sub-local met at the home of Mrs. Annie Munden, Vice-President Petterson presided. Detailed arrangements were made for the Track Meet to be held on Friday, May 21st, on the Sunnybrook Grounds. Teachers are asked for full co-operation. After the adjournment of each meeting, delicious lunches were served and social hours were enjoyed by all teachers present.

TWIN VALLEY

At the March meeting of the Twin Valley Sub-local Mrs. C. C. Rose talked to us on "Home and School Associations." At the April meeting Mr. G. L. Wilson, our Superintendent, chose as his topic "Library Books for Division II." We were given the opportunity of seeing and criticising many of Division II Social Studies books. We were invited to hold future A.T.A. meetings at the new School Board Office on 8th Ave. and 9th Street West, Calgary.

VIMY

The Vimy Sub-local met on April 2nd at the Vimy Teachers' meeting. The meeting opened with a discussion regarding the possibilities of organizing a Track Meet in the Vimy Sub-local. A motion was passed that such be held at Vimy. It was decided that all the members not present be contacted and asked for suggestions for the Track Meet program. A resolution was passed concerning salary and was to be forwarded to the Secretary of the Sturgeon Local for consideration. Material for the "Book of Suggestions on the Activity Program in Division II" to be sent in by the various Sub-locals has been turned in by one Sub-local. We expect more in the near future.

WAINWRIGHT

Wainwright Sub-local held a meeting on April 10th in the Wainwright High School. A report was given by Mr. Meade on the newly proposed Salary Schedule for this division. Mr. Watkin's address on (1) "Why the Activity Program in Alberta?" and (2) "How to Organize an Enterprise," was

greatly enjoyed by all present. The meeting decided to leave discussion on the Spring Track Meet until the Rally.

WETASKIWIN

A meeting of the Wetaskiwin Sub-local was held at the home of Mrs. Munn on April 8th. Fourteen members were present. They decided to send two delegates to the Easter Convention. Proposed resolutions for the A.G.M. and the nominees for election to the Provincial Executive were discussed. After a discussion on Fall Conventions a majority of the members were in favor of holding the next Convention in Wetaskiwin. Plans for the May meeting were made. Before lunch was served a few interesting slides were shown.

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